

The Bulletin

OF THE NATIONAL ASSOCIATION OF

Secondary-School Principals

Improving Reading Instruction in the Secondary School

EMPHASIS on teaching of reading in secondary schools reflects the growing recognition among educators that reading ability is fundamental in relation to the progress of pupils in all subject fields and to success in life pursuits. This publication offers specific suggestions concerning methods and materials for teachers and supervisors for improving reading in various subject fields in the secondary school. Frequent references are made to the basic principles underlying an effective program of classroom instruction. The problems of improving reading instruction in specific subject matter fields and suggestions of appropriate devices, methods which may be adopted by any teacher to suit the needs of particular groups, and an extensive annotated bibliography are presented.

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The Bulletin

OF THE NATIONAL ASSOCIATION OF

Secondary-School Principals

IMPROVING READING INSTRUCTION IN THE SECONDARY SCHOOL

Prepared by

The

Southern Section of the California State Committee on Developmental Reading, a joint committee of the California State Department of Education

and the

Association of California Secondary-School Principals

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PRINCIPALS**

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Principals (1944-1945)

FOREWORD

EMPHASIS on the teaching of reading in secondary schools is an important trend observed in secondary education in recent years. This trend reflects the growing recognition among educators that reading ability is fundamental in its relation to the progress of students in all subject fields and to success in life pursuits.

For most of the students in our schools today, general reading ability is not enough. Reading ability in specialized fields also has become essential. High schools and junior colleges are preparing increasing numbers of students for occupations in trades and industries, commerce, agriculture, transportation and communication, business, and professions. These subjects have highly specialized vocabularies and patterns of written exposition that require constantly increasing preparation on the part of the student who is expected to master them. Study in the higher academic fields, such as the physical sciences and the life sciences, the social sciences, psychology, and philosophy, exacts a reading proficiency that must be developed by improved teaching methods.

The present bulletin contains definite suggestions and recommendations for attacking many of the problems of reading instruction on the secondary level. It should be useful to teachers and supervisors as an auxiliary teaching guide.

The California State Department of Education is glad to make available this thoughtfully considered group product of the Southern Section of the California State Committee on Developmental Reading.

ROY E. SIMPSON

Superintendent of Public Instruction

PREFACE

THE California State Committee on Developmental Reading, sponsored jointly by the Association of California Secondary-School Principals and the California State Department of Education, for several years addressed itself consistently to improving classroom and school-wide reading programs. In March, 1943, the Committee's first report, entitled *Teaching Reading in the Secondary School*, was published as Volume XII, Number 3, of the *Bulletin of the California State Department of Education*.

The Southern Section of the Committee has now prepared a comprehensive second report, *Improving Reading Instruction in the Secondary School*, which offers specific suggestions concerning methods and materials for teachers in various subject fields. This second bulletin makes frequent reference to the basic principles underlying an effective program of classroom instruction which were discussed in the bulletin mentioned above. The two bulletins differ, however, in major purpose. The first bulletin presented a broad outline of principles and gave suggestions for building a school-wide reading program. The second bulletin presents the problems of improving reading instruction in specific subject-matter fields and includes suggestions of appropriate devices and methods which may be adapted by any teacher to suit the needs of particular groups. Part III, "Materials of Instruction," should prove valuable to administrators and teachers in choosing books for improving reading skills and for creating interest in reading.

The Division of Secondary Education expresses thanks to the members of the Southern Section for this product of their industry and insight. Thanks are also due to more than one hundred school people of California who evaluated the books included in Part III and supplied the annotations. The Division of Secondary Education and members of the Committee also wish to acknowledge their debt to Harold B. Brooks, former president of the Association of California Secondary-School Principals, whose leadership, encouragement, and faithful attendance upon meetings of the Southern Section were major factors in assuring the success of this project.

FRANK B. LINDSAY

*Assistant Superintendent of Public Instruction
Chief, Division of Secondary Education*

INTRODUCTION

IN presenting this bulletin to the secondary-school administrators and teachers of the nation who are concerned about the problem of reading, the members of the Southern Section of the California State Committee on Developmental Reading call attention to certain points of view and definitions which are basic to the discussions.

The purpose of this bulletin is to present some of the practical aspects of the problem of reading improvement at the secondary-school level. Failure to dwell on the philosophical and psychological implications of the problem does not mean that the members are unaware of them. Rather, awareness and understanding are assumed, and recommendations are made on ways and means by which such knowledge and understanding may be made to function.

The Committee subscribes to the concept that reading in its broad sense means perceptive reaction to stimuli, and that reading is discriminative behavior. Nevertheless, because of the practical situation which the teacher faces day after day, interpretation of symbols on the printed page is the type of reading about which he is concerned. The teacher's immediate problem is how to increase the degree of skill with which pupils in a given high-school class are able to read those symbols.

Concern about reading at the secondary-school level has resulted in considerable work with the nonreader, the retarded reader, and the reluctant reader. Important as these efforts are, there is still too little emphasis given to the problem of the pupil of superior intellectual capacity who reads little, and with limited skill, and whose maturity of taste and appreciation in reading are far below what they should be. Secondary-school teachers of all subjects have a social as well as a professional responsibility so to awaken and instruct these young people that they will become mature, competent, and discerning citizens in a democracy.

For purpose of this discussion, the two major types of reading programs are the developmental and the remedial. The development or maintenance program in reading is that program in which the teacher provides opportunities for maintaining, through purposeful use, for normal growth the skills and abilities previously acquired in such skills and abilities and for acquiring new techniques and skills. It is the program of improvement of reading skills and tastes of all pupils in the school. While the English teacher usually carries the major responsibility for such instruction, the responsibility must be shared to a considerable extent by every teacher in whose classes books are used. More than lip service must be given to the thesis that every teacher is a teacher of reading.

The remedial or corrective program in reading is that program which is based on the careful diagnosis of individual needs and is aimed at the correction of specific difficulties. This may be done in the regular class or may be carried on in classes set up for that sole purpose. The latter plan is probably the more effective, but its danger lies in the fact that, when such classes exist, there is temptation on the part of other teachers to assume that all reading instruction can or should be given in the remedial reading classes.

This bulletin is more concerned with the developmental than with the remedial reading program.

Numerous drill exercises which have proved to be effective in helping pupils to improve in certain basic reading skills have been included in the material of Part II. Inclusion of these devices in the bulletin in no sense means that the Committee advocates a reading program dominated by drill techniques. On the contrary, it is recommended that such devices be used sparingly and only to the extent that they are justified by results. The sample drills and exercises are included because most secondary-school teachers have had little or no training in how to teach reading and because they are eager to have help in meeting the problem. The devices given have been used successfully by teachers who are willing to share them. In using these materials, teachers will have to choose the ones best fitted to the abilities and capacities of the class. Some are suited to pupils of limited ability, and others are appropriate only for comparatively able pupils.

While it is true that a degree of satisfaction may be found in the mastery of a skill alone and that certain basic skills are integral parts of the reading process, the teacher should remember that, since skills are means, they should always be subordinate and relevant to the learner's purpose.

No developmental reading program is successful unless it produces in pupils a genuine enthusiasm for reading and the habit of reading widely. This is the real goal of the developmental reading program in the secondary school.

HELEN JEWETT ROGERS

*Chairman, Southern Section California State
Committee on Developmental Reading*

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TABLE OF CONTENTS

	Page
FOREWORD	3
PREFACE	4
INTRODUCTION	5
PART I. READING INSTRUCTION IN ALL CLASSES	
Introduction	9
Reading in Various Subject Fields.....	10
A. Fine Arts	10
B. Homemaking	11
C. Industrial Arts	11
D. Literature	12
E. Mathematics	13
F. Science	14
G. Social Studies	15
Factors Influencing Reading Achievement.....	16
A. Reading Environment	17
B. Readiness for Reading.....	18
C. Individual Differences	19
D. Reading Case Study.....	19
E. Discussion of the Value of Reading.....	22
F. Test Results and Progress Charts	23
Study-Reading Activities	24
Oral Reading	25
Intensive and Extensive Reading.....	28
Appreciation of What is Read.....	29
Evaluation of Reading Growth.....	33
A. Value of Written or Oral Reports.....	33
B. The Value of Questionnaires for Book Reports.....	34
C. Developing the Use of the Questionnaire.....	34
D. Results of Questionnaire Use.....	37
Summary of Part I.....	37
PART II. TEACHING ESSENTIAL READING SKILLS	
Introduction	39
Guidance in the Use of Study Helps.....	40

(Continued on page 8)

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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TABLE OF CONTENTS—Continued

A. General Features of Books.....	42
B. Table of Contents.....	44
C. Index	44
D. Graphs, Tables, and Charts.....	45
E. Maps	46
F. Dictionaries	50
G. Encyclopedias	51
H. Facilities of the Library.....	53
Improvement of Vocabulary.....	56
A. Background Experiences	56
B. Development of Vocabulary.....	57
C. Qualifying Words	59
D. Words Commonly Overworked.....	60
E. Figurative and Other Nonliteral Language.....	60
F. Retention of New Vocabulary.....	63
G. Exercises for Improvement of Vocabulary.....	67
Use of the Dictionary.....	68
A. Alphabetizing	69
B. Pronunciation	72
C. Word Origins	75
D. Prefixes, Suffixes, and Stems of Words.....	77
E. Synonyms, Antonyms, and Homonyms.....	80
Reading Comprehension	82
A. Recognizing Central Ideas.....	82
B. Selecting Details	83
C. Finding Facts	83
D. Relating Subordinate Details to Main Ideas.....	84
E. Assembling Information	87
F. Drawing Inferences and Forming Conclusions.....	89
G. Remembering What is Read.....	92
H. Following Oral and Written Directions.....	93
I. Developing Ability to Read Critically.....	95
J. Increasing Rate of Reading.....	96
Suggested Steps in a Reading Lesson.....	98
A. Preparing the Pupils for Reading the Lesson.....	99
B. Reading the Selection the First Time	99
C. Rereading a Selection.....	99
D. Reading Short Stories or Library Books.....	100
E. Planning the Pupils' Activities.....	100
Summary of Part II.....	100
PART III. MATERIALS OF INSTRUCTION	
Introduction	102
Books for Reading Instruction.....	104
A. Textbooks for Classroom Use.....	104
B. Books for Teachers.....	110
Graded Reading List.....	111
A. Semi-Textbooks for Pleasure Reading.....	112
B. Books with Numerous Illustrations.....	117
C. Books for Special Fields.....	120
(1) Social Studies	120
(2) Science	123
(3) Music	124
Professional Bibliography.....	124
A. Philosophy and Curriculum Point of View.....	124
B. Books of Special Interest to Teachers of English and Social Living.....	126
C. Improving Skill in Reading (Remedial and Developmental).....	127
D. Improving the Reading of Intelligent, Older Students.....	129
NEWS NOTES	131
BOOK COLUMN	146

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PART I

Reading Instruction in All Classes

INTRODUCTION

A BASIC aim of reading instruction is to help pupils understand what they read and study. Increased proficiency in reading can be attained best when reading-study skills are developed in connection with all activities of the school day. Therefore, an effective program of instruction for improving pupils' understanding and interpretation of facts and ideas requires the co-operation of every teacher in the school. This means that it is the specific responsibility of each classroom teacher to aid pupils to use efficiently the reading-study skills necessary for proficient reading in the particular field.

Teachers of all subjects—English, social studies, industrial and fine arts, as well as those of special reading classes—have specific responsibility for helping pupils to acquire useful and extended vocabularies.

A bulletin of the New York State Department of Education on *Reading in the Secondary-School Program* contains the following comment concerning the responsibility of teachers of subjects other than English:

The teachers of special subjects may be expected to be responsible for teaching pupils in their classes the special vocabularies as well as the special reading techniques of these subjects. In science and mathematics, particularly, the newness and specialized meanings of many terms offer pitfalls for the pupil. It may help for pupils to recognize that grasping a new fact or process often means the simultaneous acquisition of a new word to express it. Other ways in which teachers may assist pupils with these subjects include: emphasizing the need for accurate interpretation of content; insisting upon the mastery of new terms when met; requiring particular attention to the definition of terms provided by the authors of content read; referring to the dictionary for terms not otherwise clear; trying to foresee special difficulties and dealing with them in advance; training pupils to reread passages for comprehension of unfamiliar terms; leading pupils as rapidly as possible to independence in their study.¹

The proficient reader is able to read intelligently different types of material for varying purposes in many different fields. To do this, he must be

¹ *Reading in the Secondary-School Program*, University of the State of New York, Bulletin No. 1185, April 1, 1940. Albany, New York: The University of the State of New York Press, 1940, p. 20.

able to use many different skills. To provide intelligent guidance in helping pupils to improve their reading comprehension, it is necessary that the classroom teacher consider many different factors. He must analyze carefully the needs of his particular pupils, be aware of the basic reading skills essential to successful work in his field, and know how to help his pupils overcome their reading-study problems.

READING IN VARIOUS SUBJECT FIELDS

Specific suggestions by which teachers of fine arts, home economics, industrial arts, literature, mathematics, science, and the social sciences can help pupils to become more skillful readers in those fields are discussed here:

A. Fine Arts

It is widely assumed that creative ability in any of the arts is wholly a matter of native endowment, bearing little or no relationship to intellectual equipment or training. Closely related to this belief is the idea that appreciation of the arts is entirely emotional and that here, too, intellectual ability and training are unnecessary. However, experience shows that the possession of certain skills, among them the ability to read, is vital in developing whatever innate gifts a child has; and knowledge that appreciation, taste, and judgment are capable of being trained and guided has been applied throughout recorded history. Teachers of the arts, therefore, have certain real obligations in the field of reading instruction. Never taking it for granted that his pupils have learned these things elsewhere, the teacher of music should teach the following things:

1. Reading of musical notation and interpretation of the symbols
2. Correct reading of the words of songs and comprehension of their meaning
3. Pronunciation and meaning of Italian and other non-English terms used in music
4. Meaning of technical terms
5. Reading of biographies of composers, descriptions of musical forms, and stories of operas
6. Comprehension of critical and descriptive terms

Teachers of painting and the other graphic arts should teach the following things:

1. Meaning of technical terms
2. Ability to read and follow, accurately, directions for performing technical operations such as mixing paints and firing a kiln
3. Reading with comprehension, biographies of artists and materials dealing with the description, history, and criticism of works of art

In a society in which a major portion of the heritage of the past is preserved in writing and in which current ideas are disseminated chiefly through writing, the fine-arts teacher must give instruction in specialized reading techniques if he is to help pupils reach the highest degree of artistic production, enjoyment, and appreciation of which they are capable.

B. *Homemaking*

Because the occupation of homemaking has grown in dignity as its great social importance has come to be recognized, much of the teaching in the field has broadened. Sewing and cooking no longer constitute the entire content of homemaking courses. Home management, budgeting, the planning of dietetically correct meals, interior decorating, home nursing, and child care are among the subjects in which, fortunately, the homemaking pupil now receives training. This increase in scope makes reading very important to homemaking pupils. Listed below are some of the types of reading which the modern homemaking teacher must teach if her work is to be effective:

1. The reading and accurate interpretation of recipes and patterns
2. Reading and comprehension of bills, statements, invoices, and estimates
3. Reading of gas, electric, and water meters
4. Reading of charts and graphs dealing with food values, prices, *et cetera*
5. Reading of thermometers, of indicators on ovens and refrigerators, and of instructions for the use and care of mechanical household appliances
6. Critical reading of advertising, with discrimination between facts and advertisers' claims
7. Comprehension of grade labels and other material descriptive of the content and quality of goods
8. Intelligent selection and reading of newspaper and magazine articles dealing with homemaking and the rearing of children

The homemaking teacher tries to prepare girls to operate their homes efficiently and healthfully. She must teach them to learn from experts. Reading instruction, therefore, becomes an essential part of good homemaking instruction.

C. *Industrial Arts*

The day when craftsmen with limited, purely manual skill and nothing more could be mechanics, carpenters, or electricians has long passed. Industrial processes have become so complex that ability to read explanations and instructions has become essential to every workman. The shop teacher, therefore, must teach more than the tricks of the trade if his pupils are to be prepared to use their knowledge profitably either as a means of earning a living or as a hobby.

Industrial arts teachers are concerned with teaching their pupils how to avoid accidents. They must, therefore, be sure that the boys can read the safety rules posted in shops and on machinery. The teacher must not assume that it is enough to point out the rules and to punish their infraction. Boys who rebel at reading the material offered in academic classes can usually understand that their ability to read these rules in the shop classes may be a condition of their own safety. They are thus in the proper frame of mind for reading instruction.

In addition to being able to read and understand safety regulations, the shop pupil must be taught to read and follow, accurately, instructions which are often minute and complex. Inability to do this may result both in physical injury and in destruction of tools, machinery, and materials. Here, again, the teacher must consciously plan to teach his boys how to read. He should, of course, put special emphasis on teaching the meanings of technical words and symbols.

Those boys who want to progress in their chosen industrial fields must be able to read the technical magazines and books in which the constantly changing technology of our times is described. The industrial arts teacher can encourage and help boys in reading of this type.

Finally, a great effort must be made to give industrial arts pupils the desire to read in those fields which concern them as citizens—current affairs, politics, and industrial relations. Skilled workmen form a large, well-organized, and highly influential part of the electorate. It is essential that they be well informed so that they may use their power wisely. The industrial arts teacher, possessing the advantage of intimate, informal contact with his pupils, can make a real contribution not only to the boys he teaches but also to society at large if he teaches and encourages his charges to read widely and well.

D. Literature

Literature is generally recognized as one of the chief mediums for developing ideals, knowledge of oneself and others, and interest in ethical problems and in social and cultural values; but many fail to realize at least some of these desirable objectives because of poor reading ability. The vocabulary and sentence structure of many a masterpiece is far removed from the pupil's ordinary life. Simplifying literature so that nothing but the story remains is no solution to the problem.

The teacher must not lose sight of the fact that literature is read for enjoyment. All the other values will accrue with alert teaching, in proportion to the enjoyment of the class. A selection cannot be enjoyed thoroughly if it is not understood.

Understanding can be developed by making use of the experiences of the pupils. For instance, a tenth-grade class in southern California listened to Hawthorne's *The Ambitious Guest* with awe and emotional understanding—the day after the nearby earthquake of March, 1933. The usual questions as to underlying meaning, character, style, and choice of words made an interesting lesson to them that day because it enabled them to assimilate their own experience. This is not to imply that an earthquake is necessary to make pupils like Hawthorne, but rather to suggest the correlation of current events with reading assignments. On the other hand, the beauties of New England poetry are often lost on California children who have never watched snow fall or shivered in a blizzard, never seen a trailing arbutus, never marveled at the colors of autumn woods. If, however, they have recently been enraptured by any of these things in a motion picture or become interested in some down-east character on the radio, a background for study has been established. One teacher broke down the class antipathy to dialect in the reading of *Kidnapped* by reminding the pupils of their own acquaintance with the dialect of a popular comic strip character of the American backwoods. The study of Shakespeare's historical plays in wartime presents fascinating parallels. Pupils enjoy discussing problems of character, where the qualities of loyalty, sportsmanship, honor, and the like are revealed dramatically.

If care is taken to provide selections which may be correlated with pupils' experiences and incorporated into their lives and knowledge by actual use, literature may be appreciated even by poor readers. The new words and difficult constructions can be learned, once interest is established. The teacher himself should be an excellent oral reader. Poetry, especially, was written to be heard. The dangers of making the course a mere spectator sport or of choosing poems having meaning for the teacher but not for the pupils are obvious and should be avoided.

The first necessity is for class and teacher to become a social group bound together by common emotional experiences in reading. Pupils will develop confidence to discuss ideas, values, personality problems, and ethics. With this feeling and a common purpose in view, the teaching of drill techniques and dictionary exercises will be quickened.

E. Mathematics

A pupil's success in mathematics depends to a very large extent on the degree to which he is successful in mastering the reading skills necessary to its study. It is the intensive, painstaking, and relatively slow type of reading

by which the reader is made aware of the slightest detail in words or symbols. Mathematics material usually contains very little that is superfluous or nonessential. Therefore, any skimming or careless reading may easily confuse the issue so that the entire concept or computation, as the case may be, is in error.²

The specialized vocabulary of mathematics is a major stumbling block to the reader. Understanding of the language of algebra and ability to translate it are essential and must be taught. Leary and Gray divide this language of algebra into four parts:

1. alphabetical symbols or literal numbers
2. symbols indicating mathematical operations
3. directed numbers [e.g., exponents and subscripts]
4. methods of showing relationships—formula, equation, and graph³

The student of algebra and of all higher branches of mathematics must be able to read these nonverbal types of material just as easily and expertly as he reads simple discourse if he is to be successful. In the field of mathematics more than in any other, each new area of study is built on all that has preceded it; hence, difficulties are cumulative.

In addition to the basic materials of courses in mathematics which it is necessary for the student to master, there are supplementary types of mathematics material which the general reader should be able to interpret with ease and understanding. Such material includes the financial pages of newspapers and magazines, statistical reports, income tax forms, and various types of government bulletins. Ability to analyze data, to understand the facts of variability, to estimate trends from data, and to judge the validity of conclusions based on statistics are skills which Leary and Gray⁴ include among those which should be taught as reading skills. The teacher of mathematics must realize that the teaching of reading is as important in mathematics as in the teaching of computation.

F. Science

Reading in the field of science presents many of the same problems as reading in mathematics. Highly technical materials in science are even more complex than those in advanced mathematics. Study has revealed that practically all science materials used in schools are greatly overgraded in vocabulary. Even the non-scientific vocabulary is difficult and academic. There is great need for simpler material in science for secondary schools. At pres-

² For further discussion of reading in mathematics, see L. T. Hogben, *Mathematics for the Millions*. New York: W. W. Norton Co., 1937.

³ Bernice E. Leary and William S. Gray, "Reading Problems in the Content Field," *Reading in General Education*. A Report of the Committee on Reading in General Education, edited by William S. Gray, Chairman. Washington: American Council on Education, 1940, p. 144.

⁴ Bernice E. Leary and William S. Gray, *ibid.*, p. 156.

ent there is a wide gap between the very elementary materials available for small children and the academic, technical materials suitable for collegiate and postgraduate study.

Three types of reading are necessary for pupils in science classes. One is the intensive study of science textbooks and laboratory manuals. Next is the assigned collateral reading in scientific journals, popular science magazines, and books on scientific research. Finally, there is the wider and more general field of literature on the miracle of science, biographies of scientists, and newspaper and magazine reports of current happenings in the field of science.

Specific problems faced by the student in science classes include that of reading the technical vocabulary of science. Symbols, formulas, equations, and graphs are used constantly, and their interpretation must be mastered. Here, as in mathematics, pupils must read slowly and with painstaking attention to detail. The problem is further complicated by the fact that there is lack of uniformity in the use of symbols by the various authors. This is most confusing, particularly to secondary-school pupils to whom the entire field may be new.

At the secondary-school level, the primary objective is to stimulate pupils to read widely in the field of science in order to acquire a broad, cultural background in this area. This is important for all pupils. The few who go on into the highly specialized fields of science will find it a sound foundation. The many who have only a general interest in science will have widened their horizons.

G. Social Studies

Intelligent reading in the social studies requires a high degree of skill in reading for information. In no course, with the possible exception of English, is such a volume and range of reading required as in the social studies.

Vocabulary is one of the greatest sources of difficulty in reading in the social studies field. The pupil must have a broad, general vocabulary and also an adequate acquaintance with the technical vocabularies of mathematics, geography, government, politics, and religion, as well as with legal and sociological terminology. In addition, the literature of the social studies is filled with metaphorical language, the understanding of which is necessary to the interpretation of the material read.

Adequate understanding of time and place concepts is essential to mastery of the social studies. Various devices may be employed to teach these concepts. They must not be overlooked. Reading of map and globe

symbols (lines, shadings, colors, keys, *etc.*) is a specialized skill which is essential in social studies. Reading of graphs and pictorial charts is another necessary skill. These appear in all types of material for the social studies and range from very simple ones to the most complex.

Perhaps the most important ability for the student of the social studies to develop is skill in detecting and analyzing propaganda as he reads. He must be able to think critically on controversial issues.

Leary and Gray list the following as necessary skills in reading in the social studies:

1. Skill in use of card indexes, tables of contents, chapter headings, *etc.*
2. Skill in interpreting the author's meaning
3. Skill in estimating the validity of evidence
4. Skill in sensing the elements of problems
5. Skill in the use of language
6. Skill in making quantitative estimates
7. Skill in interpreting graphical representation of quantitative social data
8. Skill in interpreting maps and globes⁸

It is obvious that teachers have a real responsibility to teach these skills. The brighter the students the more essential it is that they achieve mastery of these tools and, thereby, become discriminating, intelligent citizens and voters in the democracy.

FACTORS INFLUENCING READING ACHIEVEMENT

The successful teacher of reading is successful because he is first a teacher of pupils rather than of subject matter. As such he is conscious that reading disability or dislike of reading is a symptom of some maladjustment—one aspect of interrupted development of the total personality. The diagnosis of the pupil's difficulty may be on record if the school has guidance or counseling facilities. When the available data are insufficient to explain the difficulty and to point the way to better adjustment, the teacher can make a study of the multiple factors that have resulted in the pupil's failure to adjust normally to life and the learning process. He will look for unfavorable factors in the pupil's environment and for physical and psychological causes.

Each symptom of reading difficulty displayed by the pupil may point to a cause that is remediable. Habitual inattention suggests that the lighting may be faulty; auditory strain may indicate improper acoustics. Emotional instability points to a possible lack of security in home relationships—a defensive attitude with a lack of confidence, perhaps to overanxious parents.

⁸ Bernice E. Leary and William S. Gray, *ibid.*, p. 176; citing John A. Hockett, "Are the Social Studies Skill Subjects?" *Social Education*, II (May, 1938), pp. 321-22.

Possibly attention to the schoolroom should come first, since certain conditions there are more easily corrected than are others. Friendly relationships with the parents will help in the correction of home conditions and may bring about changes in adverse physical conditions. It may be learned that one of the many visual deficiencies or one of the structural or functional auditory inadequacies that contribute to poor learning is present. In the psychological field, aside from the information regarding the mental ability to learn, it is necessary to discover the cause of the emotional instability indicated by conflicts, blocks, day dreaming, lack of readiness, discouragement, poor social attitudes, and poor work habits.

The diagnosis of causes of retarded development in reading will, of course, determine the techniques to be used in a particular case. However, certain general aspects of the process may be considered.

A. Reading Environment

Desirable surroundings are a strong influence on a student's response to reading activities. They tend to increase the delight of the successful reader and to decrease the poor reader's distaste for the task at hand. Environment plays an indisputable part in the efficiency of any reading-study situation. It is an important part of the motivating scheme and cannot be separated from it.

In creating a suitable environment, there are two phases to be considered: (1) the preparation of a setting that allows for the pupil's physical comfort and (2) the stimulation of interest through appeal to the senses. The first is more or less reducible to hygienic factors, while the second has to do with aesthetic reactions and appreciations.

Factors that contribute to the physical comfort of pupils in a reading-study situation are correct lighting, proper seating, and comfortable atmospheric conditions. Any external influence on the student's physical welfare may have a definite bearing on his ability to concentrate upon the reading material. Therefore, the teacher should take particular care to check daily on the conditions of the room. These suggestions are useful guides:

1. Regulate the volume of light
2. Eliminate glare from windows or improper shading of artificial lights
3. See that the desks or chairs do not encourage posture that contributes to eye strain or other discomfort
4. Maintain the room at correct temperature for study (68°-70° F.)

The aesthetic features of a reading classroom should be a constant invitation to a pupil to come in and read and they should fill him with a sense of rightness and interest while he reads. Appropriateness of furniture arrangement, of pictures, statuary, small furniture, books, pottery, plants, and flowers

is a potent factor in the developing of interest and improvement of attitudes. Important, too, is a friendly and informal atmosphere maintained by the teacher. In it flourishes rapport between teacher and pupils that is essential to a good program of reading improvement. It makes the classroom a place where people live together in harmony which, in turn, induces good study. The teacher, himself a part of the reading environment, enjoys reading, and his enjoyment is an example for his pupils.

B. Readiness for Reading

The prescription of courses in secondary schools does not, unfortunately, guarantee readiness for the course on the part of those for whom such courses are prescribed. Reading is an absolutely essential tool in every course, yet a large percentage of secondary-school pupils are known to be deficient in this skill.

Although the physical, mental, and emotional factors necessary for reading readiness may be present or may be receiving the attention that will further their development, pupils may not have sufficient background of experience to enable them to comprehend and to appreciate the materials that are encountered in the prescribed course. It is not valid to assume for an individual or for a class the experiences necessary for comprehension of the particular book or article to be read. The words used may be familiar in some or in most of their meanings and the human relationships may be within the understanding of the readers, but the author's meaning may, nevertheless, be obscure to them. The content may be strange. The time or place setting may present entirely unknown idioms, beliefs, or customs. The facts involved may be new. The author's mood, tone, or intention may not be clear.

These and similar obstructions to comprehension and, therefore, to the enjoyment of reading are anticipated and eradicated by the skillful teacher. An introduction of background experiences should be built up so that the material will not make an unfortunate impression on the pupil and thereby defeat the purpose of the study. Particularly is this the case in literature, languages, and social studies classes.

Various means may be used to bridge the gap between the pupils' direct experience and accounts of the unfamiliar to enable pupils to create appropriate mental images and to experience emotional reactions appropriate to the material being read. The following techniques have proved effective:

1. Drawing comparisons and contrasts between life as the pupils have experienced it and life in the time and at the place of the book's setting

2. Bringing into the classroom visual materials that interpret the times, places, and events of the book
3. Retelling or reading aloud materials that will build understanding of unfamiliar concepts
4. Providing references for further reading

C. Individual Differences

Adequate understanding of what is read and studied does not imply the same degree of proficiency on the part of every pupil. It does imply, however, that each pupil should achieve the greatest degree of proficiency of which he is capable. It is, therefore, essential that the classroom teacher (1) be aware of the different levels of maturity of his pupils and of their varying degrees of achievement and (2) plan his program of instruction so that it will care for these individual differences adequately. Two methods have been used successfully in meeting the differing needs of the pupils within a class.

In the first one, the teacher selects materials of varying levels of difficulty so that each pupil will read material of difficulty commensurate with his present level of achievement. In this plan, all pupils in a science class, for example, study the same major problems and participate in the general class discussion.

Under the second plan, pupils within a class are divided into two or three groups, according to reading ability. All the pupils within each group use the same textbooks, and each group discusses its own problems. The teacher plans the activities for the class so that he may meet with one group while the other two groups are studying. In this plan, as well as in the first one, instructional materials must be selected so that pupils are reading books and magazines on their approximate level of achievement.

D. Reading Case Study

An intensive study of a problem-reader will help the teacher to formulate conclusions as to desirable remedial techniques. He will take the pupil into his confidence to get his co-operation and will make him understand that no sense of blame is to be associated with him because of his lack of achievement.

The following forms suggest the type of information that will be of value in conducting such case studies. The first is directed to the pupil and provides for information relating to his reading interests and habits; the second, to be filled out by the parent calls for additional information regarding the pupil and his reading; the third is a record form for the teacher to use in recording data from the foregoing information blanks, from interviews with the pupil, and from test records.

5. In what ways have you tried to encourage his reading and with what success?
.....

6. Does he plan to go to college?..... If not, what are his vocational plans?
.....

7. Is he in good health?..... Any recent illness?.....

8. Can you offer any suggestions that will help us in our effort to improve his reading habits?
.....

Signature of Parent

Record Sheet on Pupil's Reading Habits

1. Name..... Date.....
(Last name) (First name)

2. I.Q..... Grade..... Section.....

3. Data from diagnostic test given prior to assignment in reading class:

Test used..... Date.....

Reading score

4. Data from diagnostic tests given after assignment to reading class:

Test used..... Date.....

Reading score

Test used..... Date.....

Reading score

5. Health..... Vision..... Hearing.....

6. Favorite books listed by pupil.....
.....

7. Favorite radio programs listed by pupil.....
.....

8. Favorite movies listed by pupil.....
.....

9. Data from parents: Family reading habits.....
.....

Books and magazines at home.....
.....

Parents' attitude toward the problem.....
.....

10. Pupil's hobbies, outside interests.....
.....

11. College or vocational plans.....

12. Pupil's attitude toward his reading problem.....
.....

E. Discussion of the Value of Reading

It should be impressed upon the pupil that there is a direct relationship between skill in reading and the mastery of such subjects as English, foreign languages, social studies, science, and mathematics. He must see clearly that reading is an effective and indispensable tool for success in practically all school subjects. A stimulating approach to arousing the pupils' desire to read more effectively and more widely can be made through the expression by the pupils themselves of their sense of value of reading.

The following are quoted from a long list of statements which were made by pupils in grades seven through twelve in answer to the question, "Why is skill in reading important for the high-school pupil?" All pupils wrote spontaneously and without direction.

*Grades VII, VIII, and IX**Ability to read effectively—*

1. Allows you to learn more than by any other way
2. Keeps you alert and your mind open for new ideas
3. Saves time because you get more out of the first reading
4. Enables you to go on adventures on which you could not otherwise go

*Grade X**Reading is important because you need it to—*

1. Broaden your mind so you can think clearly
2. Learn about current affairs
3. Train for better reasoning

*Grade XI**Skill in reading is needed in order to—*

1. Learn about affairs of the day, about the war, and about the changes
2. Broaden your interests

*Grade XII**The high-school student needs to possess skill in reading because—*

1. He will find it helpful in reference work, which calls for the ability to read rapidly, thoroughly, and comprehensively
2. Reading books for your level makes you more mature and gives you a better understanding of life and people
3. We are striving for a better educated America; we can't be well educated unless we read well

The use of similar questions and the reading of the replies to the pupils should lead to discussion more convincing to them than any adult expression of the value of skill in reading.

The teacher must employ many and varied devices for convincing the

pupil of the desirability of improved skill in reading. He will not permit drill to become drudgery. He will provide opportunities for exploring in vocational fields. He may, if it is feasible, provide a reading corner in the classroom. He will arrange a display of interesting new books in the classroom bookcase, using colorful book-jackets secured from the librarian. He may ask the school librarian to give a talk about books, after which pupils may read the books characterized. Unusual books on such subjects as nature, sports, diving, submarines, travel and books with unusual bindings and format may be displayed, as well as copies of the classics of literature. He will use every possible device to establish a contact between the pupil and books and magazines. Competitive devices, such as a word game or a dictionary race, often revive a lagging interest in word study.

The use of the library and the discovery of its value as a storehouse of treasures will afford both profit and pleasure to the pupil. He must be directed in its uses so that he will avail himself of it not only for recreational browsing, but also for the pursuit of those interests which may be profitable to him now and throughout his life. When the pupil voluntarily turns to reading, as one girl expressed it, "as the most valuable pastime there is," the teacher's objective has been in a large measure attained.

F. Test Results and Progress Charts

Results of standardized or informal tests in regarding comprehension and speed may be utilized to impress upon the pupil his own specific reading problem. The most effective motivation the teacher can secure will be the pupil's recognition of that problem, its importance as a factor in present and future educational progress, and the pupil's eager desire to share in its solution. As he applies himself to the task, assurance will come that he can solve that problem by patient, faithful effort and by the mastery of certain essential techniques. This mastery will afford him that satisfaction which success invariably brings; it will open the gateway to genuine enjoyment in a wider range of reading and to greater assurance of vocational efficiency.

His own individual progress from week to week as shown on the pupil's personal record chart is a strong motivation for greater effort on his part. This device is universally recommended by reading experts for pupils in secondary schools. Various types of charts have been suggested. Almost every textbook on the improvement of reading gives sample forms.* A chart showing the progress of each member of the class, large enough for display in the classroom, will arouse interest and stimulate increased effort.

* A good example is contained in *Teaching Reading in the Secondary School*. Bulletin of the California State Department of Education, Vol. XII, No. 3, March, 1943, P. 20.

STUDY-READING ACTIVITIES

After an attitude of interest in his own need to improve skill in reading has been established in the mind of the pupil, there still remains the need for improving study-reading activities. The pupil's mental reaction to the task, his surroundings, his clearness of purpose, and his methods of approach determine his success. The following suggestions may serve as guides for the teacher who is trying to help the pupil to develop efficient study habits.

1. Attitudes

- a. Have an informal teacher-pupil discussion on the relation of reading to study and of study to learning
- b. Show that reading is employed in interpretation of graphs, maps, rulers, and all number operations
- c. Encourage an understanding of the fact that good study habits are of lifelong value; they carry over into adult activities

2. Surroundings

- a. Set up the best possible environment for the task at hand
- b. Provide as many aids as possible—dictionaries, reference books, maps, and other devices
- c. Allow informal seating when that is desirable
- d. Suggest an occasional sixty-second relaxation period during which students clear their minds and loosen tension

3. Purposes

- a. See that the assignment is clear in the pupil's mind
- b. Tell pupils to consult the teacher of the subject if they are not sure of the purpose or aim of the assignment
- c. Help pupils select the aids and references best suited to accomplishing the purpose of the study

4. Methods of Approach

- a. See that the pupils are aware that there is a method of reading suited to each purpose for which reading is done
 - (1) Scanning to get a general idea
 - (2) Reading rapidly but more accurately to determine the parts best suited to the purpose at hand
 - (3) Rereading more slowly and carefully the parts of the material furnishing the desired information
 - (4) Taking notes and making outlines suitable for drawing conclusions and for reviewing the material

- b. Encourage pupils to tie the new ideas or information to previously acquired, related material

5. Drills in Study Techniques

- a. Use workbooks in the subject fields for improving techniques in reading—the usual workbook contains short selections and follows methodical processes that encourage concentrated effort
- b. Use study-exercise books that involve use of the dictionary and which help familiarize the student with other aids, such as the table of contents and index, encyclopedias, and periodical guides
- c. Adapt suggestions from these study-exercise books for schemes for measuring reading rate, for practicing skimming and close reading
- d. Avoid overuse of drill books in study situations. These should be employed with restraint and only to the extent that they are justified by results
- e. *Avoid spoiling literary selections by employing them for drill in study-reading*

6. Individualization of Instruction

- a. Counsel each pupil about his study habits. Help him set up a plan for study that encourages a regular schedule. Inquire about his home-study situation and suggest ways of winning the co-operation of parents in providing a suitable place for work and study habits
- b. Prepare a questionnaire that will give information about the pupil's reading and study habits. Arrange a section that is to be answered by the parents, giving their evaluation of the pupil's method of doing his homework. File the questionnaire in his guidance folder for reference
- c. Encourage the restless pupil to train himself against delay in getting at the job and against dilly-dallying
- d. Observe restless pupils to determine whether eyestrain or other physical problems may be causing poor application

ORAL READING

Oral reading is used in both vocational and leisure-time activities in adult-life situations. In school, the pupil reads orally in work-type and in recreational-type reading situations. It is important, therefore, to train him to read orally different types of materials for different purposes. Examples of work-type oral reading matter include: (1) material to prove a point, (2) material pertinent to a topic under discussion, (3) a list of items for

checking, (4) a list of instructions, (5) notices, and (6) minutes of a meeting. Recreational-type oral reading has as its basis a desire to share something with a friend or a small group of people. Examples of this type of reading matter are: (1) selections from a favorite story, (2) favorite poems, (3) portions of a book, (4) original stories, (5) original plays, and (6) humorous or interesting incidents.

To promote satisfactory growth in oral reading, situations must be used where strong motives exist for reading aloud. Aimless reading aloud will not help pupils to improve their oral reading. Growth in oral reading in an audience situation must develop against a background of adequate training in silent interpretation of material read. To make oral reading effective in an audience situation, a pupil must

1. Recognize words
2. Comprehend meanings
3. React emotionally
4. Find material enjoyable or worth while
5. Have a desire to share his appreciation with the audience

The pupil should be helped to set up standards for good oral reading. He needs to have something against which he can measure or check his own reading. A good oral reader has the following characteristics:

1. Prepares material carefully before sharing it with others
2. Recognizes his audience
3. Uses a pleasant voice
4. Uses conversational tones
5. Groups words that belong to the same ideas
6. Reads silently to get the rhythm at which he should read
7. Uses appropriate speed in reading
8. Makes clear-cut vowel sounds and syllables
9. Pronounces his words correctly
10. Has good reading posture
11. Makes proper use of punctuation

To diagnose a pupil's reading disabilities, the teacher should use oral reading tests to obtain evidence of reading difficulties. The chart⁷ on the following page should prove useful in recording specific difficulties located by diagnosis and in planning appropriate remedial instruction.

⁷ Prepared under the direction of Helen Bass Keller, Supervisor of Teacher Training, University of California, Los Angeles.

DIAGNOSIS OF ORAL READING HABITS

Teacher..... Number of pupils in class.....

Grade..... School..... Date.....

	1	2	3	4	5	6	7	Total
<i>Write pupils' names in vertical spaces at right.</i>								
<i>Put small checks indicating habit which pupil has.</i>								
1. Frowns or squints.....								
2. Reads in monotone.....								
3. Reads in high, tense voice.....								
4. Has speech defect.....								
5. Reads word by word.....								
6. Lacks basic sight vocabulary.....								
7. Points with finger.....								
8. Spells out unfamiliar words.....								
9. Substitutes words of similar meaning.....								
10. Looks at pictures for clue.....								
11. Unable to attack new words.....								
12. Miscalls words and reads on.....								
13. Looks up for help.....								
14. Stops reading when blocked by new word.....								
15. Repeats groups of words.....								
16. Inserts words.....								
17. Omits words.....								
18. Loses place from line to line.....								
19. Reads too rapidly.....								
20. Moves lips when reading silently.....								

Mark at five different times while pupils are reading orally, without their knowledge if possible. Use material of different reading levels. Six or seven checks recorded in any one blank indicate that the habit is established.

The following suggestions are for helping the slow learner and slow reader to improve in oral reading:

1. Have small reading groups
2. Provide easy reading material
3. Build a setting for material to be read. A proper mind-set toward material to be read will often help in hurdling word difficulties
4. In the beginning, read short excerpts in answer to specific questions. The pupil will often read short passages, but he is likely to be fearful of trying a whole page of material
5. If a pupil seems tense, tell him to relax by dropping his shoulders. This will help him to feel more at ease
6. Have silent reading before oral reading. During the silent period, let the pupil ask for help on words he does not know. Sometimes the teacher tells the word and then writes it on a card which he carries in his hand. Later the words which have been tabulated will be used for word drill
7. Have the listeners close their books when a pupil is reading aloud
8. The teacher as a member of the group will join in the reading and will set a good pattern for the pupils. During their school lives they have probably heard many poor patterns by their classmates
9. Have word drill *after* the reading lesson
10. Keep the pupil's mind on the meaning of what he is reading
11. Each pupil must meet success in his reading if confidence is to be regained

INTENSIVE AND EXTENSIVE READING

In the past decade, the teacher has become so conscious of the reading problem of the secondary school that he has been willing to let the pupil read almost anything that he will read. Although this policy has been beneficial for some very retarded pupils, it has not encouraged the more able pupils to develop good judgment in the choice of reading material. This situation must be corrected if a school reading program is to provide for the capable pupil as well as for the retarded one.

For a balanced developmental program, all classes should offer ample experience in both work-type reading and pleasure reading. In most classes the textbook materials offer opportunity for careful reading, with aids in finding topic sentences, key words, qualifying words, outlining, building vocabulary, paraphrasing, and précis writing. Along with this kind of instruction should go wide reading in the various subject fields and in general fields.

The teacher must realize that the pupil has been exposed all through his school life to the work type of reading. If he is still having reading difficulty in the junior or senior high school, perhaps a greater emphasis should be placed on pleasure reading. The pupil should be encouraged to read books that are easy for him, but that are on a socially mature level. From these books he must be led to books of more advanced content until he has reached the limit of his ability. Wide, free reading gives the pupil confidence in his own ability; it gives him an opportunity to meet words in their many different contexts; it improves his reading tastes; and it widens his horizons. Because most adult reading is undirected, the extensive reading program in school becomes all-important.

In the senior high schools where a testing program prevails, the able student is much concerned about his reading age. If he comes to understand that his choice of books can aid him in reaching intellectual maturity and that it is also an indication of that maturity, he is easily persuaded to give up or at least to reduce his reading of detective stories and "short-shorts" in favor of more worth-while reading.

The ability to read easily and understand completely the meaning of the printed page contributes to the success of the pupil's school life as well as to the success of his professional and business life. Such an ability is essential if the individual is to be adequate as a citizen of democracy. The ability, moreover, to read easily and with understanding will help the individual of average intellectual ability or less to compensate for his lack of brilliance.

The high-school student who is above average in intelligence but who is only average or below average in reading ability frequently is less successful than the average pupil who makes good use of his ability to read. In other words, the person of average ability who is a real student compensates for his average mental endowment.

APPRECIATION OF WHAT IS READ

Perhaps in no area of instruction is teaching more of an art than in helping pupils to develop standards, points of view, sets of values, and criteria of judgment. It is easy enough to teach the junior high-school pupil to recognize a novel, an essay, a play, a poem. To teach him to distinguish between a good novel and a poor one and to prefer the former is far from easy. But unless English teaching lays the foundations of a love for literature and an appreciation of it, it has failed in its chief purpose. The ultimate goal of reading instruction is the creation of a nation of mature, critical, balanced readers.

If he is to give others the ability to appreciate literature, the teacher must first have that ability himself. It is doubtful whether a person indifferent to good writing can instill a love for it in others. Insensitive or poorly prepared teachers should not, then, be entrusted with the responsibility of influencing the attitudes of pupils toward reading. Even the best of teachers faces a very difficult task. He will be better able to overcome obstacles if he is aware of the nature of some of them.

First is the utter lack of taste, discrimination, and background which he will find in many of his pupils. It is not their fault—these lacks are the products of commercialized magazines, radio programs, and motion pictures. The situation must be met calmly; no inkling must be given pupils of their teacher's opinion of their literary tastes, even though they begin and end with comic books. The teacher must accept pupils as they are and begin at their level. Nothing but antagonism will result from an attitude of superiority on the part of the teacher; he cannot tell his charges that he considers them to be ignorant or crude or childish if he hopes to help them to mature.

Instead, the skillful, sympathetic teacher leads his pupils up figurative ladders, each rung of which represents a higher level of the subject in which they are already interested. For example, the current interest in Superman and other remarkably endowed creatures can be used to lead to stories about Hercules and to the imaginative tales of H. G. Wells. An absorption with aviation offers a point of departure which may lead to the story of Daedalus, then to biographies of leaders in aviation, and finally to other areas of biography and science. Many of the fantastic stories which pupils see in comic books and hear over the radio may serve as introductions to the fantasy of fairy tale, folk story, and legend.

Clearly, this method requires not only a well-read teacher, but also a reasonable fund of books on which to draw. A well-chosen classroom library is more important than a large one because the number of interests represented in an average class is not very large. The teacher should be familiar with the available material and should be ready to suggest to individual pupils the stories or articles which will best meet their needs.

It is easy for the inexperienced, over-enthusiastic teacher to become discouraged at the task of developing taste and discrimination and to feel that he will never be able to change the adolescent consumers of crude tales of sinister spies, men with wings, and death-dealing invisible rays into appreciative readers of mature literature. He should remember, however, that artistic taste is acquired and that at least some of his students may have

the intelligence and sensitivity from which a true love of literature can grow. The fact that he cannot hope for success with all of his pupils should not prevent him from offering the opportunity for growth in appreciation to all those who can profit by it.

As is the case in teaching comprehension of figurative language, it is probably better to present elements of appreciation as they arise in the normal course of discussing specific literary works than to try to teach an abstraction called "appreciation" in separate, specifically labeled lessons. For example, two stories about dogs have been read. One, most of the pupils agree, is a good story. Opinion on the other is divided; some of the readers like it, but others were bored. What is the difference between the two stories? Is the language in one easy and that in the other difficult? Does one make the reader *feel* something which the other does not? Do the people in one story seem more real than those in the other? Such discussion is more valuable in the early stages of teaching appreciation than is a formal study of style or plot structure.

Although the teacher tries, by the "ladder" and other techniques, to have his pupils read material of better and better quality, it is not necessary to insist that they read only "good" things. Contrast is one of the best ways of making a point clear. A teacher may consider himself fortunate if he finds a particularly obvious sample of poor writing to compare with a good one on the same subject.

More formal presentation of the elements which determine literary quality can come if initial confidence and harmony have been established by the teacher's understanding of pupils' tastes. How far this formal study goes is again a factor of the whole classroom situation.

Probably the junior high-school reader should not be expected to make minute distinctions in form. However, he should know the difference between poetry and prose and should be able to subdivide prose into stories, biographies, and plays. The older high-school student must learn that if he is to achieve intellectual maturity he must read critically. He does not need to know the meters and rhyme schemes for all the various forms of poetry, but he can add to his enjoyment and growth by knowing the following facts about types of poetry:

An *epic* is a long, narrative poem about heroic action

An *elegy* is a poem about death

A *ballad* is a short narrative poem that has marked lyrical qualities, usually with a refrain

A *narrative* poem is one that tells a story

An *ode* is a poem of great dignity about a serious subject

A *lyric* or *song* is a short poem that lends itself easily to music

A *sonnet* is a fourteen-line poem of set rhyme scheme and meter with a definite break in thought at or near the eighth line. The first eight lines usually present a problem or generalization; the last six present the solution or the philosophical reaction to the first part of the poem.

In the field of prose, the pupil needs to know the difference between fiction and nonfiction. He should know the various types of fiction such as historical fiction, pseudoscientific fiction, biographical fiction, novels dealing with social problems, psychological novels, fantasies, and short stories.

The best way for the pupil to classify nonfiction is on the basis of the large divisions of the Dewey decimal system. This, in turn, will make him a more proficient library user.

One element of literary criticism that a high-school student must understand is restraint. He must be taught that implication is frequently more effective than outright statement. He must learn to enter into his reading imaginatively so that he need not have a blueprint to guide him through its artistic mazes.

Then he must be shown the artistic difference between harmless but obviously silly serial novels and subtle and artistic ones by such authors as Thornton Wilder or Willa Cather. Given a choice without knowing the authors, the average high-school pupil will choose Edgar Guest's verse on friendship above Shakespeare's famous sonnet. Once certain elements are pointed out to him, he will agree that Shakespeare's is the greater. Unless teachers show pupils how to read some of the great literature of the world, a generation with mediocre literary tastes will always dominate the American scene.

One of the easiest ways to interest the high-school student in a book is to tell him that it has been made into a movie. Any number of students who would not otherwise have done so have read *Jane Eyre*, *Wuthering Heights*, *Song of Bernadette*, *Buried Alive*, *Pied Piper*, and *Keys of the Kingdom* on the strength of the fact that they were made into movies. The teacher must be alert to current productions, coming productions, and revivals in order to stimulate this interest in reading. One book, of course, leads to another, and casual interest in a movie may subsequently lead to more serious reading in a related field.

Broadcasts of book reviews, dramatizations, and news commentaries also give impetus to classroom reading activities. The "Lux Radio Thea-

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ter," "Information Please," "This Is My Best," and NBC's Theater of the Air Workshop are examples of innumerable programs that stimulate good reading. Some groups must be taught to select these better programs, and they must be taught to question the propaganda, both commercial and political, that may be dispensed with the literary program.

The able student can add immeasurably to his imaginative understanding of literature by trying to do some writing himself. At first he should try the spontaneous kind of writing, the kind that he feels. After he has gained confidence in himself and has overcome his inhibitions, the pupil is ready for instruction in the discipline of writing art. When he has learned to use figurative language, he is ready to experiment with couplets, quatrains, hokkus, cinquains, sonnets, blank verse, and any other of the many verse forms. Once he has struggled over these types, as well as with all kinds of prose writing, he is much more appreciative of the efforts of the author he studies. He finds his taste in literature greatly changed and improved.

Even under the best possible conditions, adolescents cannot be made into mature judges of literature. They can, however, be taught to read widely, tolerantly, critically, and with pleasure and gusto. They can establish reading habits which will furnish them a lifetime of recreation, information, and inspiration. An English teacher can ask no greater success than to give even a few pupils the gift of a love of good literature.

EVALUATION OF READING GROWTH

The extent and quality of free reading may well be used as an indicator of the efficacy of the program as well as a measure of individual growth of pupils in any program of reading. There is need, therefore, for a definite and workable plan for evaluating free reading. To this end, various types of oral and written book reports or reading records have been used in both elementary and high schools.

A. Value of Written or Oral Reports

Although book reports reveal many items useful to the teacher in evaluating pupil progress, negative reactions toward writing them are almost universal. Who has not heard, "I am not going to read another book, or I'll have to write a report." Such attitudes, of course, block further reading, defeating the main purpose of the program.

Though an oral report is less of a deterrent, it is time-consuming. For that reason it is unwieldy as an instrument for gaining data needed for individual guidance in reading. An oral report from four or five members of a class can scarcely be depended upon to stimulate wide reading among the other inactive listeners in the class.

B. *The Value of Questionnaires for Book Reports*

Simple questionnaire forms for book reports have been found useful to overcome some of the limitations and to extend, somewhat, the function of written book reports. If properly constructed and cautiously put into operation, they become a valuable log of the pupil's daily progress along the reading road. In formulating questionnaires the following points must be kept in mind:

1. The vocabulary should be at or below the reading level of the students
2. Answers should involve little or no spelling difficulties
3. Questions should be definite and easily interpreted (Multiple choices are given in some instances)
4. The number of questions should be limited
5. Some plan for filing or binding questionnaires should determine the form which is used
6. Questions should bring out certain data needed by the teacher in guiding reading and in evaluating individual growth, and facts are needed on the following items:
 - a. Extent of reading
 - b. Quality of books read
 - c. Variety in type of material
 - d. Acquaintance with authors
 - e. Level of reading material chosen
 - f. Ability to classify material read
 - g. Ability to analyze characters, plot, *et cetera*
 - h. Ability to understand basic themes
 - i. Ability to evaluate books after reading

Two questionnaire forms* for book reports, one for elementary schools and remedial classes in high schools, the other an advanced form for regular classes in high schools, are presented on the following two pages.

C. *Developing the Use of the Questionnaire*

Facility in using the questionnaire can best be developed through supervised group activity. After all members of the class have read silently the same short story, the questionnaire is filled out during a class period, with the teacher's guidance. Several succeeding assignments handled in the same way familiarize the pupil with the form and develop facility in filling it out. Thereafter the questionnaires become records of each individual's reading.

A separate form for each book read is desirable but probably beyond the budget allowance in most schools. One form per pupil suffices, however, if

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BOOK REPORT

(A Simple Book Report Form for Use in Elementary Schools and in High-School Remedial Classes)

Pupil's Name..... Age.....

Grade..... Date.....

Name of Book.....

Name of Story.....

Answer as many questions as you can.

- | | |
|--|--|
| 1. What is the story about? (Indians, war, grown-ups, knights, the sea, fairies, other lands, children, animals, pirates, etc.)..... | |
| 2. Which character or person do you like?..... | |
| 3. Name one other character in the story..... | |
| 4. Is it a story for girls, grown-ups, boys, or for everybody?..... | |
| 5. What place does the story tell about?..... | |
| 6. Would you care to read the story again?..... | |
| 7. Who wrote the story?..... | |
| 8. Is it a story that might have happened?..... | |
| 9. Did you read the entire book yourself?..... | |
| 10. Was it difficult to read?..... | |
| 11. Is the story funny, sad, exciting, dull, instructive, or just interesting?..... | |
| 12. What kind of a story is it? (History, adventure, science, mystery, home life, legend, travel, etc.)..... | |

BOOK REPORT

(Advanced Book Report Form for Use in High Schools)

Pupil's Name..... Age.....

Grade..... Date.....

Name of Book

Answer questions which apply to your book:

1. To what classification does the book belong? (History or biography, science, useful arts, fine arts, literature, etc.).....	1.
2. What is the setting in time? (Present day, middle ages, etc.).....	2.
3. What is the setting in place? (U.S.A., foreign lands, jungle, etc.).....	3.
4. What character do you admire?.....	4.
5. What is one outstanding trait of the character?.....	5.
6. What other character is important?.....	6.
7. What is the theme of the story? (War, problems of young people, home life, love and friendship, historical character, etc.)	7.
8. Is the story based on fact or is it just imaginative?.....	8.
9. Is the book humorous, dull, exciting, instructive, etc.?.....	9.
10. Would the story make a good radio play?.....	10.
11. Was the book written for adults, high-school age, or children?.....	11.
12. Was it easy reading?.....	12.
13. Would you care to read it again?.....	13.
14. Did you read the entire book?.....	14.
15. Who is the author?.....	15.
16. What other books by this author have you read?.....	16.

placed in a loose-leaf book with blank pages so that a new page can be used for each book read. The reader can simply follow the headings on the printed form and number the items on blank pages to correspond with the questions on the original form.

D. Results of Questionnaire Use

Best results have been achieved by making the use of the questionnaire optional. After the negative carry-over from other types of written reports has lessened, pupils usually take keen interest and considerable pride in accumulating reports. The following comments of high-school seniors on their first use of the questionnaire are revealing.

In my opinion, this outline is very good. Usually high-school students very much dislike writing lengthy book reports. With this questionnaire they might read more.

I like this form of outline for a book report. It is simple and gives all the necessary information. It would be very good for students in high school.

I like this kind of book report because it is easy and you don't have to write very much. I believe that you get more out of this kind of report than if you have to write a lot about a book.

A book report in this form is good for a written paper but not for an oral report. I would prefer to fill out an outline similar to this instead of writing a paper about the book. These questions seem to cover all of the main facts about a book and make it much easier to make a report.

SUMMARY

1. An effective program of instruction for improving the pupils' understanding and their ability to interpret facts and ideas requires the co-operation of every teacher in the school.

2. A basic aim of reading instruction is to help pupils understand adequately what they read and study. This does not mean that every pupil should read with the same degree of proficiency, but rather that each pupil should achieve the greatest degree of proficiency in reading of which he is capable.

3. Teachers should use every source available to discover what the multiple factors are that resulted in any pupil's failure to adjust to life and the learning process in the normal way.

4. Reading readiness is essential if pupils are to learn to read effectively. The teacher should consider not only physical, mental, and emotional factors necessary for readiness to read, but also the background experiences of the pupils. Whenever necessary, teachers must provide background experiences to prepare pupils to read a given selection.

5. Teachers will find it necessary to use a variety of methods to create the desire on the part of pupils to read more effectively.

6. Reading skills are improved by both extensive and intensive reading. Classroom teachers should provide specific instruction in the skills used in the intensive study of their subject-matter fields and should guide their pupils in wide reading in the particular field and in related fields and in developing interests in other fields.

7. Pupils in the secondary school should have reading experiences which will enable them to understand the elements of good literature and to appraise the quality of what they read.

8. It is important that teachers of the various subject-matter fields evaluate the reading growth of the pupils in reading the types of materials used in their classes. Informal tests should be developed to check pupils' growth in reading in each one of the subject-matter fields. In many classes, careful observation of the pupil's activities is one of the best methods of determining whether or not the pupils are reading directions and other types of reading material effectively.

PART II

Teaching Essential Reading Skills

INTRODUCTION

THE purpose of Part II is to supply a variety of drill exercises and to suggest others for use in developing various reading skills. The teacher must not lose sight of those essential processes of comprehension and discriminating reaction which invest drill with significance. Emphasis has been laid on word study and on the means of enlarging and enriching the pupil's vocabulary. In order to think clearly and accurately, he must have an adequate vocabulary, for his thinking is carried on in concepts or symbols, usually words. Also, in order to draw correct inferences, form logical conclusions, and react intelligently to ideas, the pupil must be able to extract the meaning of the material he is reading. In order to understand world events, he must be familiar with the techniques of reading maps and interpreting graphs and charts. In order to open the storehouse of information in the library, he must know how to use reference books, encyclopedias, and the card catalog. In order to appropriate and utilize these resources which he has discovered, he must have skill in summarizing, analyzing, and organizing the material he wishes to use.

These outcomes and this self-direction are dependent upon repeated experiences and upon training. Drill, therefore, though never an end in itself, is essential for the development of creative thinking and discriminating evaluation; and the pupil who is successfully motivated will realize its relationship to ultimate achievement.

To study effectively, a pupil must develop efficient techniques of study in many different content fields. Since improving the study-reading habits of every pupil is the responsibility of every teacher, one objective of every classroom teacher should be to provide continuous guidance in using the textbooks and references that pupils use in his classes.

Teachers should analyze carefully the attitudes, abilities, habits, and other characteristics of pupils that may affect their study-reading habits and then plan a program of activities and experiences that will meet their specific needs. Such a program should provide the type of instruction and guidance that will enable each pupil to use textbooks and reference materials effectively to an extent that is commensurate with his level of maturity, his purpose, and the type of material.

The question of whether instruction in the use of books should be given as an integral part of the semester's work or by the use of isolated drill materials is one that must be answered by the teacher in terms of the particular situation.

There is much to be said in favor of having pupils use the study helps in textbooks and references as the need arises, for the necessity to learn to use books effectively is then more readily apparent, and, therefore, the pupil's interest is stronger. This awareness of specific needs will increase learning efficiency. Another advantage of this type of functional approach is that it saves time. It assists in familiarizing pupils with the books available for the study of a particular problem, it acquaints pupils with terms and background information for the study of a unit, and it enables pupils to compile lists of page references for use in gaining information about problems of topics to be studied.

Practice materials, when carefully selected and prepared in terms of the specific needs of pupils, are definitely useful. The use of such materials probably insures that none of the important techniques for using study helps will be neglected. Such materials may either provide additional practice or serve as informal tests to assist pupils in analyzing their own needs and in setting up their own objectives for the semester.

Teachers should provide instruction in using different types of materials and should plan activities that will give pupils practice in the use of study helps in their textbooks and references. Teachers, who effectively combine study helps in textbooks and references, duplicated lesson sheets based on the problems that the pupils are studying, and lessons not related to what is being studied, are using a functional approach which provides instruction in the use of books as an essential part of the semester's work.

GUIDANCE IN THE USE OF STUDY HELPS

A semester's study or the study of a unit of work, of a major problem, or of one lesson may be divided into four parts: the overview, the study period, the presentation of the findings, and the review and evaluation. In

each one of these phases of study, pupils may be given instruction and practice in the use of study helps.

In the introductory period, pupils may be given an overview of the semester's work. During this time, pupils acquire background information and set up problems for study. In this way, the pupil's efforts will be so directed that they will understand the purpose of the study. This is the period in which readiness for study-reading is developed. Secondary-school teachers should remember that the reading readiness approach is just as essential on the secondary level as it is in the first grade. Study helps in books provide one means for building background information and creating readiness for study-reading. Thus, while pupils are gaining a preview of the various problems that they may study during the semester, they are becoming acquainted with the study helps in the books they will use and are having practice in using them.

When the pupils begin the study of the major problems of the unit or lesson, effective work will require the use of the study helps found in textbooks and references. During this part of the lesson or unit, teachers should give individual guidance and, whenever necessary, should provide instruction for small groups of pupils or for the entire class.

During the period or periods when pupils are discussing the results of their study, questions may arise concerning accuracy of certain facts. At such times, reference to authorities will probably require the use of the table of contents, index, summaries, tables, maps, or graphs. During such discussion periods pupils should be given practice and guidance in using study helps in books.

Chapter and topic headings, summaries, questions, tables, graphs, and the index in a book are all useful to the pupil who is reviewing a problem or problems in order to participate in an oral evaluation of a study, to summarize the value of a study, or to master materials in preparation for a test.

By utilizing all the opportunities which arise during all stages in the study of a unit, a problem, or a lesson, teachers can provide continuous guidance and effective practice in the use of study helps. During any of the steps outlined here, pupils may be given instruction in the use of the study helps in the books in the regular classroom and, also, in the reference books, such as encyclopedias, which are to be found in the library.

In the introductory or overview period and in the study periods, carefully selected or prepared practice lessons may be used to supplement the experiences the pupils are having in using books. These additional lessons may

be used to aid individual pupils, a small group, or the entire class to develop facility in using study helps.

Instructional materials prepared by the teacher or selected from special reading books may be used in the review and evaluation period to insure progress of pupils. The best test of a pupil's ability to use study helps effectively, however, is through critical observation of the way in which he uses books when he is working alone. The use a pupil makes of the table of contents, the index, topic headings, and other study helps when he is attacking a new problem is indicative of the effectiveness of his training in this area.

Advance preparation made to anticipate the study-reading problems that pupils may find in the semester's work or to deal with the results of informal teacher-made tests given during the first week of school may reveal a need to review quickly the purpose and use of all study helps. Such survey may show that definite and detailed instruction in using one or more of the study helps will be required to establish study habits.

The exercises throughout Part II are such that any teacher can adapt them for use in his class. Interested teachers will provide many learning experiences and a variety of practice materials to enable each one of their pupils to develop proficiency in using all the study helps in accordance with his needs and level of maturity.

A. General Features of Books

To assist pupils in becoming familiar with the books which they will use during the semester, teachers should plan both informal and written lessons. A quick survey of all the study helps in a textbook may well be made first.

Exercise 1

1. What is the title of your book?
2. When was it published?
3. Why should you notice the date of publication?
4. What study helps do you find in your book?
5. Where is the table of contents?
6. Where is the index?
7. Where is the word list or glossary?
 - a. Why is it a good study habit to use the word list in a book?
 - b. If a book does not have a glossary, what reference do you need to use?
8. Does your book have a preface or introduction?
 - a. What does the preface usually tell you?
 - b. When do you need to read the preface?
9. Does your book have an appendix?
 - a. Can you find another book that has an appendix?

- b. In what part of the book is it found?
- c. What type of material is in the appendix?
- d. How does the appendix help you?
- 10. Does your book have a bibliography?
 - a. If not, name a book that does have a bibliography.
 - b. How does the bibliography help you?
- 11. Does your book have section headings?
 - a. If so, of what value are they?
 - b. What types of books usually have section headings?
- 12. Find a book that contains a type of heading different from a section heading.
 - a. How does this heading help you?
 - b. What is a side heading?
 - c. Find two examples of a side heading and note the references.
 - d. How does a side heading help you in your study of a topic?

Exercise 2

1. List two books in the classroom library which contain each of the following:

a. Index	e. Appendix
b. Table of contents	f. Preface
c. Bibliography	g. Section headings
d. Glossary	h. Table of illustrations
2. Tell in what part of the book each study-help was found and explain how each study-help will aid you in your work.

Exercise 3

Below are two columns of words or phrases. One phrase or group of words in the right-hand column means the same, or almost the same, as one in the left-hand column. In the space before each item of the left-hand column, place the number of the expression in the right-hand column which most nearly defines or describes its meaning.

- | | |
|--------------------------|--|
|Index | 1. Name of book |
|Table of Contents | 2. Part of a book giving additional information, as notes and tables |
|Bibliography | 3. Introduction |
|Appendix | 4. List of books for further reading |
|Glossary | 5. Alphabetical list of topics with the page on which each is found |
|Preface | 6. Year when book was published |
|Title | 7. List in front of book with chapter headings or topics in sequence and page on which each begins |
|Date of publication | 8. List of words with their meaning |

The sections that follow contain discussions of various kinds of study helps together with exercises for developing facility in their use.

B. Table of Contents

To provide practice in using the table of contents, teachers may well plan exercises similar to those in the following examples. To develop background for problems to be studied during the semester, the pupils may write on or discuss orally questions based on the textbooks or references available for use in their study.

Exercise 4

1. About what topics can information be obtained in this book (selected text or reference)?
2. List questions which are discussed in this book.

To assist pupils to develop greater skill in finding information about units to be studied, have them examine selected books and answer questions concerning them.

Exercise 5

1. Which parts of this book (selected text or reference) contain information about the unit we have planned to study?
2. What questions about the unit are discussed? What other topics are discussed?
3. On what pages would we probably find information about the unit?

To provide additional practice in using the table of contents, prepare a lesson on a book available for use, prepare a sample table of contents with questions based upon it, or select a lesson from a special reading book. Where possible these lessons should be mimeographed.

C. Index

In preparing lessons on the use of the index, such points as the following should be considered: alphabetical arrangement, main topics, subtopics, punctuation, listing of maps, abbreviations like, "illus." and "ff.," cross references. To develop the skill needed to use an index effectively, exercises similar to the following are suggested.

Exercise 6

Head your paper and list the topic to be studied. Beneath the topic, list references and give pages upon which information may be found. Use the following pattern:

Subject.....Name.....
Period.....Date.....

COAL

Casner and Peattie, *Exploring Geography*

1. In industry, 113, 137, 267
2. Kinds of, 226-227
3. Methods of using, 229-230

To assist pupils to know under what word or words to look for information in an index, exercises of this type are useful.

Exercise 7

1. If you were looking for information about the topics listed below, for which word would you look first? Copy each topic or question. Then draw *one* line under the first key word (the word which you would look for first) and *two* lines under a second key word (the word you would look for if you did not find the first key word).
 - a. history of highway transportation
 - b. night flying in an airplane
2. Now list the pages in your book on which information is given about these topics. Be sure to look up the *first key word first*. Were the topics always listed under the word you have underlined with one line?

To measure pupil growth in skill in using an index, comparable forms of a test-study lesson on topics unrelated to the problems which the pupils are studying may be used to advantage.

D. Graphs, Tables, and Charts

There is a real need for systematic instruction to develop greater skill in reading graphs, charts, and tables because this type of presentation is found not only in certain special fields but also in the reading materials of general education. Graphic or tabular presentation of information is frequently found in newspapers and magazines. Textbooks in the social sciences, in mathematics, and in science contain much information in graphic form; and success in many high-school courses depends on skill in interpreting facts presented in charts, graphs, or tables.

Instruction should be provided in reading various types of graphs, such as the bar graph, circle graph, line graph, and picture graph. Leary and Gray describe the different levels of complexity involved in interpreting a graph as follows:

In its simplest form it involves the ability to recognize what the graph is about—to understand the title, the meaning of the horizontal and vertical axes, and the meaning of the different lines or bars. The next step requires the ability to note the rate and direction of change in one variable made by corresponding change in the other and to realize that the data are only approximate. The third step involves the ability to read the major facts which the graph shows—the value of exports from the United States in a given year, the relative heights of mountain peaks, etc. The fourth involves the ability to “read into” the graph what may account for the facts represented. As these steps are followed in the study of bar graphs, circle graphs, broken-line and curved-line graphs, pupils should gradually grow in power to read and interpret graphs and see the advantage of the graphic method of presentation over a series of related statistics. Then by degrees they come to the graphical interpretation of the verbal problem, of the formula, and, ultimately, of the linear system.¹

¹ Bernice E. Leary and William S. Gray, “Reading Problems in the Content Field,” *Reading in General Education*, A Report of the Committee on Reading in General Education, edited by William S. Gray, chairman. Washington: American Council on Education, 1940, p. 150.

Guidance in reading and interpreting graphs, charts, or tables should be given as the need arises in mathematics, social studies, science, or other classes where this type of material occurs. Whenever advisable, special exercises or lessons which can be mimeographed should be prepared in order to provide additional practice. Exercises based on the text or on special practice material should be graded so that pupils can be assigned tasks commensurate with their ability.

To develop ability to interpret graphs, charts, or tables, the following suggestions for exercises are offered:

1. Have pupils prepare graphs, tables, or charts to present facts to be given in a report to the class. The practice of preparing such materials from verbal explanations of facts aids pupils in understanding graphic or tabular material which they are asked to interpret.
2. Prepare and have pupils use a general guide for interpreting graphs, charts, or tables encountered in their reading.
3. To measure pupil growth, prepare comparable forms of an informal test. Types of exercises used in standardized tests which test work-study skills may be used as guides by teachers who wish to prepare such tests for their pupils.

E. Maps

The ability to read maps accurately is necessary today in order to understand many articles in newspapers, magazines, and books. Maps are also used in many lines of work such as agriculture, manufacturing, and commerce. Map making in itself is an important occupation in meteorology, military and commercial aviation, and navigation. To help pupils develop greater skill in interpreting maps correctly, systematic instruction in the different levels of complexity in reading maps is essential. Such a series of lessons should be carefully prepared so that pupils will receive training in using the different skills required in reading maps.

The reading problems that pupils of a particular class may encounter in map reading during the semester should be anticipated, and materials should be selected and procedures outlined to assist the pupils in improving their skill in interpreting maps. The needs of pupils may be discovered by listing the types of map reading to be done during the semester and then preparing an informal test or using a standardized test to determine the strength and weakness of the pupils. The results of the test should be analyzed and instruction planned to meet the needs of the individual pupils in a particular class.

In preparing exercises in map reading, teachers should remember that it is easier to get descriptive ideas from maps than it is to understand relationships and to interpret facts.

To assist pupils to locate maps which may be helpful to them, teachers should provide practice (1) in finding maps listed in textbooks and references under the heading, "Maps and Illustrations," and (2) in using the book index.

Sets of small atlases and a globe should be available for classes in the social studies. Teachers should be sure that pupils not only are familiar with the types of material to be found in an atlas, but also that they know how to find the information quickly.

In order to read and interpret maps correctly, pupils must understand the common language of maps. There are various terms common to all, or nearly all, maps. Some of these are direction, distance, scale, latitude, and longitude. To help pupils understand this common language of maps, teachers should list for their own guidance the terms that the pupils in their classes must be able to interpret in reading the types of maps to be used. A pretest on these terms will aid the teacher in preparing the pupils to read the maps as they are encountered in the reading materials of the course.

The terms or concepts found necessary for the interpretation of all maps should be studied first. If pupils are unfamiliar with the terms used in reading a particular map, specific help should be given at that time. A background for understanding the new terms should be built up by the teacher and pupils working together before pupils are asked to interpret the map independently. Following are some exercises which will be helpful in developing understanding of the common terms in the language of maps.

Direction. Exercises giving experience in indicating the four cardinal points of the compass should be given first.

Exercise 8

1. The Mississippi River flows in what general direction?

North.....; South.....; East.....; West.....

2. Name one continent which lies entirely north of the equator.

3. In what part of North America is the Continental Divide?

North.....; South.....; East.....; West.....

Distance. Distances between points can usually be determined with approximate accuracy on a "large-scale" map (one which shows a small area in considerable detail) by use of a scale. Distances may also be computed by reference to latitude and longitude, although this method requires mastery of more difficult concepts and can well be made the subject of a separate discussion.

Scale measurements cannot be used with accuracy on a flat map which represents a large portion of the earth's surface (a "small-scale" map), for in this case the measurements are rendered inaccurate owing to the distortion inherent in all projections of a spherical surface onto a flat one. Measurements of distance should be made on a globe whenever possible. The following exercises are examples of questions relating to the use of scales on maps.

Exercise 9

- Which of the following cities is farthest from Cairo?
Tunis.....; Moscow.....; Athens.....; Stalingrad.....
- If you were a pilot flying from London to Berlin, how many miles in flying distance would you travel?
- How much closer to Chungking would an air base at Fairbanks, Alaska, be than a base at New York?

Location. Places may be located on maps in terms of their relationship to other places and by their latitude and longitude. Again, it seems advisable to teach the latter method separately. Here are a few exercises typical of problems of location in relationship to known places.

Exercise 10

- The Kiel Canal connects what two bodies of water?
- In what continents are the following mountain ranges located:
Andes.....; Apennines.....; Himalayas.....; Atlas.....
- Brazil is bounded by what countries?

Names of Water and Land Areas. It is necessary for pupils to know the names of types of bodies of water and land masses in order that they may express themselves clearly in locating and describing places. It is also necessary for them to understand these terms thoroughly so that they may grasp the significance of historical events caused or affected by geographical characteristics. In using exercises to develop understanding of these terms, the teacher should begin by developing simple definitions, and then, when these are learned, he may use various types of thought questions.

Exercise 11

- On what are the Caucasus Mountains located?
An island.....; An isthmus.....; A peninsula.....;
A sound
- Name two straits or channels that were important in World War II.
- Name an archipelago which was taken from the United States by Japan and then retaken by our armed forces.
- Explain why a peninsula may be difficult to defend by military forces.
- What cities lie on or near the parallel 50° north of the equator?
- Draw a map showing a few city streets running at right angles to each other. Show the position of three or four buildings and then explain in words how to find them; for example, the post office is three blocks east of Main Street and two blocks north

of First Street. Show that to locate a place on a Mercator projection we must know not only how far north or south it is, but also how far east or west.

7. Mark meridians of longitude on an orange. By checking with a globe, draw the continents on the orange, being careful to place them correctly as to longitude.
8. If you were a pilot and were given orders to locate a city which is at approximately 8° east longitude and 53° north latitude, what city would it be?
9. Degrees of latitude are shown by lines called.....

Time. If pupils are to understand various problems of transportation and communication, news reports from foreign countries and the setting back or ahead of watches on transcontinental journeys, the concept of global time must be taught. The following exercise is an example:

Exercise 12

1. Name the time zones in the United States.
2. When it is noon in Santa Barbara on Monday, what time on what day is it in New Orleans, 60° east of Santa Barbara?

Longitude and Latitude. Longitude and latitude are among the most important concepts for pupils to grasp. Basic to an understanding of longitude and latitude is awareness of the significance of direction. The term equator also should be understood. Latitude should be explained to pupils before longitude. A discussion of the history of the two concepts and the reasons for their formulation as an aid to navigation may prove interesting and helpful. Some suggestions for studying the ideas of latitude and longitude are given in the following exercise:

Exercise 13

1. Using a Mercator projection of the world, locate the equator. Then locate or draw the parallels of latitude.
2. Through what continents or large islands do the following parallels of latitude pass? 20° South.....; 20° North.....

To understand the common language of maps, pupils must be able to understand the various symbols used on maps. The symbols used for rivers, railroads, cities, capital cities, *etc.*, should be taught through practice in reading maps to find specific information. After pupils have had sufficient practice in reading the common symbols, matching exercises may be used to measure pupils' skills in reading the legends on maps. Their knowledge may also be checked by giving them maps with names of cities, rivers, *etc.*, written on them. Then have the pupils place correct symbols on the maps and fill in the spaces provided for the legend.

It is certain that the formation of the habits of reading the legend on a map, noting the meaning of the symbols used and applying the facts given in the legend when reading a map, will help pupils to develop the ability to read correctly various types of maps. Emphasis should be placed on the under-

standing and interpretation of symbols rather than on how to read particular maps.

In order to be sure that pupils know how to interpret symbols correctly, practice should be given in reading various types of maps, such as physical, political, rainfall, product, *etc.* In this way pupils are given practice in reading and interpreting a variety of symbols. The following exercises may be helpful:

Exercise 14

1. Physical Maps
 - a. Draw a map of an imaginary island and add mountains, a river, a harbor, and a railroad.
 - b. Draw an island and a lake, showing their difference by the way the shoreline is drawn.
2. Population Maps
 - a. On an outline map of the United States, indicate the most densely populated areas.
 - b. Using a population map of England, write the names of five cities which have populations of over 100,000.
3. Political Maps
 - a. What countries can you name which have natural boundaries?
 - b. What countries can you name whose boundaries have been changed several times during the last century. To the advantage of which countries were these changes made?

F. Dictionaries

Proficient skill in using the dictionary helps pupils to develop a useful and meaningful vocabulary. Because the efficient use of the dictionary requires many different skills, systematic instruction is necessary. The following steps should be included in lessons used in teaching pupils how to use the dictionary effectively.

1. Discuss the reasons for alphabetical arrangement of words
2. Provide practice in finding the letters of the alphabet in the dictionary.
Teaching the following approximate divisions of a dictionary may help to train pupils to find the different letters quickly:
 - a. First fourth: A, B, C, D
 - b. Second fourth: E, F, G, H, I, J, K, L
 - c. Third fourth: M, N, O, P, Q, R
 - d. Fourth fourth: S, T, U, V, W, X, Y, and Z
3. Train pupils to arrange words and lists of names in alphabetical order
4. Provide practice in finding words in the dictionary
 - a. Discuss the use of guide words
 - b. Provide adequate practice in using guide words

5. Teach pupils how to pronounce words by using the dictionary
 - a. Discuss syllabication and accent.
 - b. Discuss the re-spelling which shows how the word is pronounced and provide practice in pronunciation of words
 - c. Develop the habit of looking for synonyms
 - d. Provide practice in using the key to the pronunciation of vowel sounds
6. Train pupils to find the correct meaning of a word
 - a. Be sure that pupils form the habit of asking the question: "Does the meaning fit the sentence?"
 - b. Teach pupils to look for the meaning of common stems, prefixes, and suffixes
 - c. Develop the habit of looking for synonyms

G. *Encyclopedias*

An encyclopedia is a comprehensive summary of knowledge or of a branch of knowledge, a work in which the various branches or fields of learning are treated in separate paragraphs or articles, usually arranged in alphabetical order. To get a general background before writing a paper or preparing a talk as well as to obtain factual information, pupils should form the habit of referring to encyclopedias. The following information should be given to all pupils:

1. Aids for Using Encyclopedias
 - a. Volume guides—labels on backs of volumes to aid the user to determine in which volume a subject will be found.
 - b. Guide words—indicating in upper corner of each page the first and last subject to be found on that page
 - c. Arrangement—giving subject heading with many subject divisions, alphabetically
 - d. Cross references ("See" and "See also")—mentioning other articles containing different additional information
 - e. Index volume—giving smaller topics included in larger groups
2. Special Rules for Use of Encyclopedias
 - a. Abbreviations are arranged alphabetically as if they were words spelled in full, *e.g.*, *St.* as if it were *Saint*
 - b. One of two forms of alphabetizing may be used
 - (1) "Letter by letter" alphabetization considers all the letters in a subject heading, *to the first comma*, as if they were one long word; *e.g.*, *Newark* will be found before *New York*, and *Man, Isle of* before *Manhattan*.

- (2) "Word by word" alphabetization places expressions in order first according to the first word of the expression. Expressions having exactly the same first word are then arranged in order according to the second word, and so on, thus:

New Albion	Newark
New Deal	Newspaper
New York	Newton

- c. "The," "An," and "And" are disregarded in alphabetizing if they are initial words in expressions.
- d. Entries should be sought first under the distinctive word of the phrase, e.g., chambered *nautilus*, Treaty of *Ghent*, Pan American Union.
3. General Information Concerning Commonly Used Encyclopedias (latest editions)

Name of Encyclopedia	No. of Vols.	Lengths of Articles	Bibliographies	How Kept Up-to-Date	Index
<i>The Encyclopedia Americana</i>	30	Short specific articles	Occasional short lists at end of articles	Annual supplement	Classified, in Vol. 30
<i>The Encyclopaedia Britannica</i>	24	Articles in 14th edition more popular in style than previous editions. Vary in length	Bibliographies at end of articles	Annual supplement	Index and atlas in Vol. 24
<i>Compton's Pictured Encyclopedia</i>	15	Articles vary in length according to subject. Planned for juvenile and school use	Bibliographies and study outlines at end of large topics. Occasional bibliographies at end of articles	Partial revision each year	"Fact - Index" in back of each volume
<i>The New International Encyclopaedia</i>	27	Articles vary in length according to subject	Bibliographies at end of articles	Annual supplement since 1907: NEW INTERNATIONAL YEAR BOOK	No index. One alphabet with cross references. "Courses of Reading and Study," Vol. 23
<i>The World Book Encyclopedia</i>	19	Articles vary in length according to subject. Juvenile encyclopedia approximating form and treatment of standard works for adults	Lists of related subjects at end of articles. Occasional bibliography at end of articles. General bibliography by subject and grade at end of Vol. 18	"Continuous revision"	Cross references with topics in main alphabet "Reading and Study Guide" in Vol. 19

Exercise 15

1. Find a biography of Franklin D. Roosevelt.
2. Find an article on treatment for mushroom poisoning.
3. Find a description of an octopus.
4. Learn what you can of the homing pigeon.
5. What is the climate of Hawaii?
6. What is the chemical formula for common salt?
7. What is meant by "reparations"?
8. What is the population of New Orleans? The height of Mt. Blanc? The greatest depth of Lake Superior? The chief export of Mexico?

H. Facilities of the Library

The high-school librarian is concerned with two fields of endeavor; namely, aid to pupils and aid to faculty members. High-school librarians of today seem united in their belief that the real purpose of the high-school library is to stimulate in the pupil a desire to read, to create good taste in reading, and to help him achieve an enjoyment of reading which will stay with him through later life, whether in advanced education or in a work-a-day world. The actual, factual information which he unearths or which is unearthed for him may be of little importance; but it is of the greatest importance that the spirit of inquiry, the respect of truth, the excitement of learning should be kept alive. It is important that the young person retain or acquire confidence in his world and his associates, a sense of hope and self-reliance, and an appreciation of his responsibilities. It is important that his horizons be widened and, if possible, clarified.

The librarian should strive to provide those facilities and materials which will guide in this direction. Some of the services which the library can render to pupils are listed below:

1. The creation of a friendly, attractive library, where the student will really like to go
2. Easy accessibility to many types of library materials—magazines, pamphlet files, maps, pictures, as well as references and regular book collections
3. Aid in using the card catalogue, the *Readers' Guide to Periodical Literature*, and other indexes to sources
4. Aid in using reference works such as encyclopedias, *The World Almanac*, *Who's Who in America*
5. Individual attention and interest, sympathetic encouragement, attention to individual projects, and as much personal guidance in reading as possible
6. Opportunity for browsing to see exhibits, bulletin boards, special book collections, book lists, and other materials which will stimulate interest in reading.

Obvious types of library service for faculty members are listed below.

1. Availability of all library facilities and materials
2. Circulation of books and magazines to faculty members
3. Individual or departmental notices calling attention to books newly added to the library collection
4. Compilation of bibliographies and reading lists upon request of any faculty member
5. Temporary loans of books as special classroom collections
6. The placement on reserve of reference materials most in demand or especially needed during periods of special units of instruction. (Faculty members should give advance notice to the librarian of their plans for the use of specific library materials.)

The constant use of standard book selection aids, such as *Book Review Digest*, *The Booklist*, Wilson's *Standard Catalogue for High School Libraries*, evaluated lists of books for high-school libraries issued by the California School Library Association and other similar state lists, and innumerable announcements from publishers and book jobbers enable the librarian to keep in touch with new titles in all fields. This information should be gladly shared with interested faculty members. The librarian should welcome suggestions from the faculty for book purchases.

Knowing how to use their high-school library will enable pupils to prepare class work more efficiently and to find interesting reading for leisure hours. Pupils should be familiar with the general outline of the Dewey Decimal Classification:

- 000-099 General Works—for example, encyclopedias
- 100-199 Philosophy, psychology, conduct
- 200-299 Religion: the Bible and mythology
- 300-399 Sociology: education, economics, government, legends, folklore, army, navy
- 400-499 Language: dictionaries, grammars
- 500-599 Natural science: mathematics, astronomy, chemistry, birds, insects, animals, physics, electricity
- 600-699 Useful arts: invention, vocational guidance, hygiene, engineering, agriculture, gardening, handicraft, cooking, sewing, aeronautics, industries
- 700-799 Fine arts: drawing, painting, music, the theater, photography, games and sports
- 800-899 Literature: poetry, essays, plays
- 900-999 History, travel, geography, collected biography

Books of fiction are arranged alphabetically according to author.

Practice exercises should be used to stimulate pupils to use the library facilities. Simple exercises are given below.

Exercise 16

1. Find 100 on the shelves and then walk around the library, locating the sections you will use most frequently this year.
2. Give the number of the class to which each of the following books belongs:
 - a. *Animal Heroes*
 - b. *Myths of Greece and Rome*
 - c. *Music Through the Ages*
 - d. *Argonauts of '49*

Instruction should be given in the use of the card catalogue. All cards are filed alphabetically. Below are listed the primary types of catalogue cards:

1. The author card, showing the surname first
2. The title card, beginning with the first word of the title, but omitting *a*, *an*, and *the*
3. The subject card

Most pupils will need considerable practice in using the catalogue before they become really familiar with it. Exercises similar to the following are:

Exercise 17

1. Under what letter or in which trays in the card catalogue will you look for cards for the following:
 - a. *The Call of the Wild* (a title)
 - b. Charles Dickens (an author)
 - c. Hawaii (a subject)
2. Locate two books in your library by each of the following authors:
 - a. Booth Tarkington
 - b. Hamlin Garland
 - c. Mark Twain
3. Find the most recent book in your library on aviation
4. Give the classification in the Dewey Decimal Classification System for the following books:
 - a. *Boots and Saddles*
 - b. *Bambi*
 - c. *Short Plays About Famous Authors*
5. Find the cross reference card for vocations.

The World Almanac is a useful reference by which to locate information about government, industry, commerce, world events, and sports. Pupils will profit from exercises in its use as well as instruction about it.

Exercise 18

1. Who is the governor of your state?
2. Who won the women's tennis championship of the United States last year?
3. How many people were killed by automobiles last year in the United States?
4. Who won the Pulitzer Prize for the best American novel in 1943?

Pupils should be given instruction in the use of the *Readers' Guide*, etc. Itself a monthly periodical, the *Readers' Guide* is an index to magazines. It has a bound volume once a year, and volumes which include several years.

In the front of each copy is a list of magazines which are indexed alphabetically by the abbreviated name of the magazine. Pupils should learn that there are different ways of finding material in the *Readers' Guide*, as follows:

1. Articles are alphabetized under the *subject*, and the last name of the *author*
2. Stories are alphabetized under the *first word of the title*, and also under the last name of the author
3. Poems may be found under the heading *Poems* or under the last names of authors.

A sample entry from *Readers' Guide* on the subject "Russia" is given below:

Russia of the hour. J. B. Wood, Nat. Geog. M50:
519-98 N 26

"Russia of the Hour" is the title of an article by J. B. Wood in *National Geographic Magazine*, volume 50, pages 519-598, in the November issue of 1926. The same material will be found under the author's name *Wood, J. B.*

Exercise 19

1. What is the title of a novel by Ernest Hemingway?
2. In what recent issue of the *Saturday Evening Post* can you find an article about athletics?
3. Name three authors who have written recent articles on athletics.
4. Choose a subject of interest to you, and, using the *Readers' Guide*, find at least five recent articles on your subject. List the entries as found in the *Guide*.

IMPROVEMENT OF VOCABULARY

Two closely related fundamental skills in reading are recognition of words and symbols and an understanding of the language used. Effective instruction in vocabulary building contributes to the pupil's understanding of what is read, to growth in expressing ideas both in oral and in written form, and to an understanding of ideas presented orally.

A. Background Experiences

Pupils frequently fail to understand what is read because the vocabulary is not within their experience. Therefore, provision for common background experiences to enable pupils to understand many words before they meet them in reading about a problem or a topic helps in overcoming vocabulary difficulties. The following suggestions apply especially to slow readers:

1. Use these general guides for preparing pupils to read a selection:
 - a. Provide concrete background experiences
 - b. Use visual aids, such as maps, diagrams, charts, pictures, models, and motion pictures
 - c. Use words in conversation and explain specific terms.

2. Provide exercises giving specific helps for developing readiness to read a particular selection:

- a. Change the language of the text to one the pupils understand.
- b. Write difficult words in the lesson on the board. After each word, list the page on which it is found. In an informal discussion, have pupils find each word and tell what it means.

Select difficult words from the lesson. After each word, write the page on which it is found. In another column write a word or phrase that has the same meaning.

B. *Development of Vocabulary*

The emphasis in vocabulary building should be on meaning. In the best classroom practice, procedures for improving word recognition and pronunciation and for developing wider meaning vocabulary will be closely related. In this way, word meaning will be constantly emphasized. Specific exercises should be given for improving the mechanics of word recognition and pronunciation because "... comprehension cannot be raised to a high degree if the learner is struggling with the mechanics of the reading process."²

Although certain types of vocabulary drill are not always successful and the degree of improvement does not always justify the effort expended to produce it, the majority of research studies seems to justify well-motivated vocabulary training which grows out of the pupil's reading experience or other use of words.

The following suggestions, according to Ruth Strang, have proved to be of value:³

1. Note definitions which frequently follow the introduction of technical words. The definitions given in the text are often preferable to definitions found in a standard dictionary.
2. Check lightly unfamiliar words which are not defined in their context, and later look them up in a dictionary. Write each at the top of a small card. At the bottom of the card should appear a synonym, and in the middle of the card a sentence using the word, or a familiar word derived from or giving derivation to the unfamiliar one. These cards may then be used for individual practice. When the word is not immediately recognized, the "player" looks down to the "connecting link" in the middle of the card. If this does not bring about recall of the meaning, he must resort to the synonym or definition at the bottom of the card. Junior-high-school youngsters enjoy playing games with such cards and finding the words in new contexts. Adults find such a method of keeping up their recently acquired vocabulary useful because a

² *A Preliminary Survey of a Reading Program for the Secondary Schools*, Bulletin 282. Harrisburg, Pennsylvania: Department of Public Instruction, Commonwealth of Pennsylvania, 1939, p. 32.

³ Ruth Strang, with the assistance of Florence C. Rose, *Problems in the Improvement of Reading in High School and College*. Lancaster, Pennsylvania: The Science Press Printing Co., 1938, p. 84.

knowledge of the range of literal meanings of a large number of words helps the reader to grasp its meaning in context.

Throughout his reading experience, an individual tends to read about things more or less familiar to him. Each new bit of reading increases his fund of ideas, gives him new understandings and wider experiences, often vicarious, all of which builds up a certain ability to infer meanings.

When new words are encountered for the first time, great dependence is placed upon context clues. In fact, familiarity with ideas being expressed gives the reader his first clues to word symbols. In normal reading development, occasional unfamiliar words present little difficulty since meanings can often be derived from the otherwise familiar context. The more remote the subject matter from the reader's background of experience, the less able is he to anticipate or infer meanings. Thus, the poor reader with inadequate skill in word perception goes down under a too heavy load of unfamiliar words encountered in his reading.

Most of the instruction which is directed toward enlargement of students' vocabularies is based upon use of the dictionary. Instruction and practice in dictionary use are often carried to such a point that pupils feel helpless without a dictionary or, as a labor-saving substitute, a teacher who will define unknown words. Since, in practice, mature readers use context clues far more frequently than they use dictionaries in arriving at word meanings, it is highly desirable to give pupils some comprehension of the process involved and some training in applying it. All pupils need some help in this area and less alert ones must have intensive practice in it. To enrich the background and to choose material not too far above the level of the pupil's reading ability are first steps in specific training to use context clues as an aid to word recognition as well as to word meaning.

The next step might well be to help pupils become aware that words and meanings may be guessed, at times. Practice on familiar expressions will serve to awaken pupils to the realization that many words may be read without having been printed in the sentence. This is easily demonstrated by completing the following phrases:

Early in the.....	His one.....	interest
As light as a.....	Flew in a straight.....	

Other types of clues should be analyzed and taught specifically. Often an unfamiliar word is merely a synonym for a word previously used, as illustrated in the following two sentences:

Today he tells the *property man* what he wants and tomorrow he finds the items waiting on the set. The *property custodian* has become the movie director's Santa Claus.

An unfamiliar word may be an antonym for a known word, for example: Water is *seldom* found in the desert, but springs *frequently* occur in the surrounding hills.

Organized and systematic instruction on the use of these and other types of clues should form a part of the reading program throughout elementary- and high-school grades. Awareness of context clues and skill in using them are indispensable for independent and intelligent reading. Pupils must be able to use context clues in various ways:

- a. In associating meaning with known word forms
- b. In discriminating between words which are very much alike in sound and form but not in meaning
- c. In checking on pronunciation derived from phonetic analysis
- d. In determining which one of the various sounds of a certain vowel is appropriate in a given word.⁴

C. *Qualifying Words*

Common qualifying words are important to the meaning of a sentence, yet many pupils fail to understand the idea expressed in a sentence because they pass over the qualifying words. Common qualifying words include *many, no, more, most, less, few, only, almost, always* and *all*. Short phrases and clauses are frequently used in a qualifying manner, and pupils should be trained to notice the way in which such phrases, as well as words similar to the ones listed above, change the meaning of a sentence. The following types of exercises have been found helpful in training pupils to notice how qualifying words or phrases change the meaning of a sentence.

1. Write on the blackboard sentences containing qualifying words or give them orally. Discuss with pupils the way in which the words affect the meaning of the sentence.
2. Write a group of sentences on the blackboard with the instructions to copy these sentences and draw a line through each qualifying word.

EXAMPLE: There are *many* apples on the plate.

- a. After the sentences have been discussed and all pupils have drawn a line through each qualifying word, have them rewrite each sentence and substitute another qualifying word for the one used.
- b. Discuss the meaning of these rewritten sentences to show how qualifying words make distinct changes in the meaning of a sentence.
3. Write on the blackboard sentences containing qualifying words or phrases. Check the pupils' knowledge of how the words or phrases change the meaning of the sentence by having them answer yes or no to questions about the sentences.

⁴ William S. Gray and Lillian Gray, *Guidebook for Streets and Roads*. Chicago: Scott, Foresman and Company, 1941, p. 29.

EXAMPLE: The old Indian nearly always came to the trading post in the morning

QUESTIONS:

1. Did the old Indian always come to the trading post in the morning?
2. Did the old Indian usually come to the trading post in the morning?
3. Is it true that the old Indian seldom came to the trading post in the morning?

Oral discussion is a vital factor in all preceding procedures. It should be used freely.

D. Words Commonly Overworked

Some words are so badly overworked that they have almost lost their specific meanings. They are the "maids of all work" and are used principally by the language beggars. High-school pupils need to be helped to overcome the tendency to use trite phrases and overworked words. The following exercises have been useful for this purpose.

1. Write on the blackboard from 10 to 15 sentences each containing the word "got." Have pupils substitute a verb with specific meaning for the overworked verb "got" in each sentence.
2. Have pupils develop a list of frequently overworked words, such as asked, awful, divine, fix, grand, great, keen, lovely, neat, nice, perfect, replied, said, swell, take, terrible, thing, want, wonderful.

E. Figurative and Other Non-Literal Language

How far the teacher can go in teaching junior and senior high-school pupils to understand the various forms of nonliteral writing depends on the same factors which limit teaching in other fields: the intelligence and cultural background of the pupils, the size of the class and the consequent ease or difficulty of conducting class discussions, the availability of good textbooks and of supplementary material, the rigidity of the course of study, and the teacher's own knowledge and love of literature. Every English teacher, however, should feel that he is remiss in his duties if he fails to open to his pupils the door to the infinite wealth of allusion, description, and suggestion which the intelligent writer and reader may enjoy.

Many teachers overlook the fact that figurative language is not confined to poetry, fairy tales and legends, and similar imaginative writing and limit their teaching of figures of speech to these rather limited areas, leaving largely untouched the much wider and more important fields of idiom, satire, irony, and the innumerable symbolically used words and phrases which appear in daily speech, in advertising, and in newspapers, books, and magazines. Pupils are left floundering in a sea of dimly or wrongly understood language. It is small wonder that they do not read more enthusiastically.

A brief consideration of sample passages from a newspaper, a textbook, and from ordinary conversation will show the necessity for teaching pupils to interpret this prosaic type of nonliteral language. The following samples may not appear to the average adult to be figurative at all because they are so familiar:

A thousand bills were thrown into the legislative hopper.

A chorus of protest arose throughout the land.

I almost died laughing.

The winning candidate swept the field.

The United States is a melting pot.

The enemy lines crumbled.

In junior high school it is probably better to explain figures of speech as they arise in regular class work than to present them "cold" as a unit of study unrelated to the rest of the work in literature, composition, and grammar. The teacher should scan carefully all assigned reading for phrases which might offer difficulty in interpretation and should himself bring them up for class discussion if one of the pupils does not do so.

At first, most of the initiative for such discussions will have to come from the teacher. Most pupils hesitate to admit their inability to understand the real meaning of something the surface import of which is clear. Only when they realize that adults, too, need help in interpretation will they bring their problems into the open. The teacher soon finds that sheer ignorance is the cause of many of the difficulties which pupils have. Biblical, historic, legendary, and artistic references can convey no meaning to those who lack a background of knowledge. "As strong as Samson" might just as well be "As strong as George" so far as many contemporary pupils are concerned. "Mars stalked the earth" creates confused astronomical impressions in the minds of pupils who have been deprived of the Greek myths.

Specific instances of this sort give the alert teacher an excellent opportunity to create in his classes an interest in reading some of the basic literature of our civilization. The classroom or school library should, of course, be ready to provide appropriate books for the pupil whose curiosity is thus aroused.

Lack of knowledge in other areas increases the difficulties of interpretation. "The log-roller lost his footing" was interpreted by a pupil as meaning that the man's foot had been amputated; the reader had no idea of the process of log-rolling. The acquisition of knowledge is, obviously, a never-completed process. The teacher can help himself to appreciate his pupils' shortcomings in this respect by thinking of the gaps in his own information.

It is an accepted principle of education that learning takes place best when the learner participates actively in the process. Thus pupils learn to

understand the figurative speech of others when they use such figures themselves. At first, they may simply be asked to complete common similes. These are clichés to the adult, but not to the junior high-school pupil. The following list^a of incomplete similes is suggestive:

black as.....	quick as.....
straight as.....	light as.....
wise as.....	clear as.....
brown as.....	sharp as.....
white as.....	sober as.....
busy as.....	hungry as.....
cold as.....	sly as.....
hard as.....	happy as.....

If some of the pupils' responses differ from the conventional ones which the teacher expects, these can be used as a point of departure for a discussion of the value of originality and vividness in figurative speech. The next step, of course, is to have some actual writing done by the pupils. The subjects assigned should be simple and of a nature to encourage the use of simile and metaphor. Short, carefully prepared compositions are preferable to long ones. Sample passages dealing with subjects similar to those assigned may be read to furnish pupils with ideas and inspiration. The best compositions may be read to the class, and particularly happy figures of speech may be pointed out and praised. It is easily understood that no public notice should be taken of the inevitable unsuccessful excursions into writing.

Bright pupils enjoy and benefit from learning the names^a of the various kinds of figures of speech and differences among them. However, merely learning to recognize and name them is a sterile exercise if it does not lead to understanding and appreciation.

Figurative language often offers the inexperienced and perhaps more literal-minded pupils some difficulty in comprehension. The junior high-school pupil can understand onomatopoeic words, alliteration, and similes, but the more complex aspects of figurative language should be developed at the eleventh- and twelfth-grade levels. At the outset the pupil must learn that figurative language occurs more frequently in poetry than in prose. He must be taught some of the basic distinctions between the two forms.

Prose

1. No regular beat or rhythm
2. No particular form
3. Often low in emotional tone
4. Usually involves facts and information
5. Often detailed and precise

Poetry

1. Definitely measured and rhythmical
2. Definitely shaped and often divided into stanzas
3. Often concentrated and intense in tone
4. Usually involves feelings
5. Imaginative and suggestive

^a Adapted from list in Frieda Radke, *Living Words*. New York: The Odyssey Press. 1940, p. 153.

Perhaps the best way to teach the pupil is to interpret figurative language is by pattern. Once an easy pattern is established, the pupil can gradually learn to recognize the same type of pattern in his reading. Alliteration and onomatopoeia are so obvious they can be understood without difficulty. The more complex forms require examples, such as the following:

1. Simile (similarity)
 - a. *Like* a cloud of fire
 - b. My love is *like* a red, red rose.
 - c. My heart is *like* a rhyme.
2. Metaphor (identification transfer)
 - a. The moon is a ghostly galleon.
 - b. The road is a ribbon of moonlight.
 - c. Sarcasm is a dangerous weapon.
3. Personification (having the attributes of a person)
 - a. . . the jocund day, stands tiptoe on the misty mountain top.
 - b. Now morning from her orient chambers came and her first footsteps touched a verdant hill.
4. Apostrophe (addressing the dead as living, or the absent as present)
 - a. Phoebus, arise and paint the sable skies
 - b. Build me straight, O Worthy Master.
 - c. Mother, come back from that echoless shore.
5. Metonymy (associating an object that is closely connected with the idea)
 - a. The *pen* is mightier than the sword
 - b. Polly, put the *kettle* on and we'll have tea.
 - c. A man should keep a good *table*.
6. Synecdoche (using a part to represent the whole)
 - a. She gave her hand in marriage.
 - b. I'll not lift a finger.
 - c. Fifty sails were seen on the horizon.

The pupil can increase his enjoyment of the daily newspaper by learning to recognize both simile and metaphor as used so frequently in the headlines. He can have fun noticing the clever use of clichés in various radio plays and will discover that these clichés often are similes or metaphors. By training his ear to catch such clichés as "red as a beet," "bitter as gall," and "mad as a hornet," he can immeasurably improve his own speech and writing. Constant alertness on the part of the teacher and the pupil is necessary to enable the pupil to understand the great masterpieces. Nor can this be done in one semester; it must be part of a well-planned English program through the entire secondary school.

F. Retention of New Vocabulary

In order that words may become a permanent part of a pupil's vocabulary, word study must be vitalized for the individual through purposeful lis-

tening and reading so that vocabularies are enriched both for oral and written expression.

Extensive Reading. Wide and extensive reading is necessary if pupils are to develop rich vocabularies and wider interests in the world about them. Too often a pupil reads only one type of book—an adventure series, or radio magazines. Frequently, as pupils advance through junior high school, other interests take the place of reading; many pupils never read anything, even a magazine, unless required to do so by a teacher.

More extensive reading habits can be developed by the use of reading "ladders" in the case of the one-type reader; that is, suggestions of related books of wider interest or more mature nature. Books or magazine stories germane to the subject matter studied in class or to popular motion pictures, radio programs, and the like may be recommended. A classroom library, attractive displays, bulletin board, reading nook, are all helpful. The pupil should be given *time* to read. Sometimes, as a special treat, the teacher may read aloud a portion of a book from the library, stopping at some interesting point. Pupils will have to read the book themselves to find out the rest of the story.

The teacher himself will have to know books in order to provide a graded vocabulary load. A poor reader cannot acquire a good vocabulary and effective reading habits by being plunged into difficult reading material full of unfamiliar words. Second, the teacher must check the reading by discussion of the problem of the book, the characters, or the author and make use of the new words in conversation and in class.

The most common way of improving one's vocabulary is through extensive and varied reading. The meaning of words is acquired through the recognition and use of words as parts of words of dynamic thought patterns. . . .

. . . It is advantageous, however, for teachers to increase their students' acquaintance with words by using repeatedly in their conversation during a week several important new words in their field.⁶

Enlisting Pupils' Co-operation. Teachers should use a variety of procedures to (1) make the below-average pupils conscious of their need of knowing more words to meet everyday problems; (2) stimulate an interest in increasing vocabulary for the average pupil; and (3) to help pupils to overcome their adolescent tendency to censure those pupils who use their vocabularies more effectively than others.

Functional Vocabularies. The functional vocabulary is the vocabulary which the pupil uses to express himself in writing and in speech. Activities in which pupils of difficult levels of maturity may use this functional vocabulary are suggested below:

⁶ Ruth Strang, with the assistance of Florence C. Rose, *Problems in the Improvement of Reading in High School and College*. Lancaster, Pennsylvania: The Science Press Printing Company, 1938, pp. 82-83.

1. The *below-average* pupil may talk about actual experiences, such as home, school, and church activities; movies, radio programs, and community affairs. He may also write letters and fill out applications. In his writing, the pupil should strive for short paragraph development.
2. The *average* pupil may talk about various experiences gained through reading as well as through actual participation. His vocabulary should show increased maturity and his talks should show greater detailed observation than those of the below-average pupil. The average pupil should engage in considerable writing of an expository or narrative nature and should write letters.
3. The *above-average* pupil should be able to make deductions from listening and reading activities and should participate imaginatively in the experiences about which he is reading. The writing of above-average pupils should show maturity of thought and expression.

Recognition Vocabularies. The recognition vocabulary is largely a listening or reading vocabulary. The *below-average* pupil will get general meanings only. He will read the vocabulary of current events. He will learn technical words largely through listening. The *average* pupil should work for more exactness in interpretation of thought through word study. The *above-average* pupil should approximate a more "ultimate" truth: *i.e.*, get implications. Reflection on subjects about which he reads may lead to participation in his chosen field.

Devices for Making Permanent the Pupils' Enriched Vocabulary. A variety of procedures may be used to help pupils incorporate words into their permanent vocabularies. The following suggestions are offered:

1. Teach pupils to discriminate between the various meanings of words and phrases. Suggestions for below-average, average, and above-average pupils are listed below:

Word	Below Average	Average	Above Average
root	The root of the plant is large.	The root word comes from Latin. Take the square root of four. A pig roots in the ground.	The root of all evil.
ordinary	The ordinary way of doing the home work all right.	It is a very ordinary procedure.	The ceremony was most ordinary
pass	The pass is narrow. Pass the cake.	The hall pass is needed. He was passed to first base.	Things have come to a pretty pass!

ground	The apple fell on the ground. The meat is being ground.	This is the ground floor. This is made of ground glass.	He stood his ground. The ground swell is heavy today.
see	I see my way. I see a house.	I see what you mean. I shall come to see you.	I see my way clear. He shall never see death.

2. Teach pupils to learn new words from context and not alone from dictionary definitions:

Word	Below Average	Average	Above Average
hostile	My enemy is hostile.	He is a hostile witness.	He is hostile to my interests.
leg	The boy broke his leg.	The first leg of the journey is over.	He hasn't a leg to stand on.
propaganda propagandize	Do not listen to enemy propaganda.	To propagandize is unfair.	Propaganda is often a falsification of news.
object objective	Please pick up the object.	I object to your going to the party.	What is your ultimate objective?
proof	What is your proof of that statement?	We shall make a proof of the picture.	The proof of the pudding.

- Have pupils listen to an auditorium program or a radio speech, listing unfamiliar words and reasoning out their meanings from the contexts.
- Organize a vocabulary club in the classroom, members of which will be responsible for bringing in words from all subject fields and sharing them with the class.
- Have pupils classify words for special study from a selected list, noting those foreign in meaning and those they may be using or may be taught to use in formal spoken and written English.⁷
- Study words in *phrase groupings*, not as isolated vocabulary. Pupils and teachers should use them consciously in later discussions.
- Increase vocabulary of meanings by learning new words through specifically purposeful meanings for written composition.
- Point out for special study: (a) powerful verbs, and (b) colorful adjectives with fine discrimination of meanings, as they are discovered in reading.
- Use the "Word to the Wise" section in *Scholastic Magazine* as a weekly check.
- Provide exercises on synonyms, with dictionary help.
- Make vocabulary matching games for drill several times a term.
- Have pupils deduce meanings of words from good oral reading by the teacher.

⁷ William M. Tanner, *Correct English*. Vol. I. Boston: Ginn and Company, 1931, p. 408.

13. Have pupils analyze words through detection of familiar stems, prefixes, and suffixes.
14. Encourage pupils to be watchful for new words and their implications in wide and varied reading.

G. Exercises for Improvement of Vocabulary

In addition to the suggested drills and exercises which have been given in connection with discussions on the various phases of improvement of vocabulary in the preceding sections, the following specific exercises for identifying and analyzing compounds, finding words within words, developing pronunciation from known parts of known words, and certain kinesthetic techniques may help to strengthen the program.

Compounds. Knowledge of the use of compounds and attention to their form is an excellent means of extending vocabularies. Exercises such as the ones given below are effective in this field.

1. Choose from a current reading lesson several solid compound words (not hyphenated) and write them on the board. Ask pupils to examine them for any unfamiliar parts. Point out that either part of each word may be used alone.
2. Let each pupil choose a compound word which he will separate into parts, using each part in a sentence. He then makes a third sentence in which he uses the compound.
3. Have pupils make sentences containing two or more compound words, for example, John's *workshop* was full of model airplanes made from *cardboard*.
4. Illustrate (when pupils are ready for it) the difference between the two big families of compounds: (a) the solids, as bookworm, roadbed; and (b) the hyphenated compounds, as long-eared, old-fashioned.

Finding Words within Words. As an aid to discovering similarities in word forms and, sometimes, word meaning, practice on identifying short words within longer words is helpful. Seeing that *management*, *carpenter*, *attendant*, etc., contain familiar phonetic elements which are words, themselves, is often an awakening to the pupil who has had difficulty with word perception.

Practice in finding small words may be given in the following way: Pupils select from the context being read a list of long words. Small words within these words are then underlined. Caution must be used to prevent the identification of a small word which is not heard as the long word is pronounced; that is, it would be incorrect to underline *as* in *fashion*.

Developing Pronunciation from Known Parts of Known Words. Young and relatively immature pupils in junior high school may profit from some of the elementary techniques and exercises noted below.

1. Brief drills on consonant digraphs will facilitate recognition of known parts of words. Sight rather than sound should influence the recognition. List five to ten initial digraphs on the board—bl, br, ch, cl, cr, fl, etc. After each one write, in parentheses, the remainder of a word—bl (ack); cl (ean). First see that pupils are familiar with the completed words, then ask them to see how quickly they can find additional words having the same beginnings, using a reading selection for the source.
2. Sentences including numerous digraphs offer a challenge. Give a sample sentence, as "The hunters blew *their* horns; the hounds *brayed*, and the *chase* was on! The horses *cleared* the fences, *crossed* the meadows and *sped* toward the *fleeing* fox." Have pupils try writing sentences having two or more of the digraphs illustrated.
3. Common phonograms of three or four letters, especially end-phonograms, furnish worth-while association material. Well-rhymed poetry provides good patterns. Have pupils find pairs and mark the endings that rhyme.
4. Write a paragraph on the board containing many familiar word endings, something like this: "*Wake* up, *lake*; you're an hour *late*, now. *Shake* yourself and *dive* into your clothes. I'll *drive* you as far as *State* Street if your pride won't be hurt by a *ride* in my old *crate*." Ask pupils to see whether they can outdo the teacher by bringing a similar paragraph of their own the next day.

USE OF THE DICTIONARY

For effective use of the dictionary, various knowledges, skills, and abilities are necessary. Although many teachers assume that use of the dictionary has been mastered previous to the junior high school, actual practice falls far short of this attainment. A rather complete list of skills and drills is given here but, as in all classroom work, the teacher of a given group must determine the needs of that group.

The immediate need of a pupil may be to learn how to pronounce a word that he must use in an oral report. The pupil may not be conscious that he has not acquired certain skills, but, if he has not, he can never master the pronunciation of words new to him, such as *aniline*, *antecedent*, *chronological*, etc. The exercises in this section indicate some of the various types of lessons that may be used to develop effective use of the dictionary.

A. Alphabetizing

Ability to write or repeat the letters of the alphabet in order, and in reverse order, too, is a necessary tool. Here is a little rhyme that will help pupils say the alphabet backward:

z y x and w v,
u t s and r q p
o n m and l k j
i h g and f e d c b a

Exercise 1

1. Put the following letters in alphabetical order:

1. q, c, z, n, p, d, g, e, s, r.
2. t, o, y, e, b, u, m, i, f, l.

2. Alphabetize the following in reverse order:

1. t, u, x, o, l, c, f, j, w, b.
2. g, i, m, p, k, r, l, y, n, s.

Ability to tell the letter that comes immediately before or after a given letter is necessary for quick and ready dictionary use.

Exercise 2

1. Write the letters that come just before and just after each of the letters listed below.

- | | | |
|-----------------|------------------|------------------|
| 1. s | 7. t | 13. h |
| 2. d | 8. c | 14. o |
| 3. r | 9. n | 15. t |
| 4. b | 10. u | 16. v |
| 5. l | 11. j | 17. m |
| 6. w | 12. q | 18. g |

2. True-false exercise.

EXAMPLES: *a comes before d*—False

- | | | |
|--------------------------|--------------------------|---------------------------|
| 1. m comes after n | 5. c comes after d | 9. w comes after x |
| 2. t comes after s | 6. q comes after p | 10. k comes after j |
| 3. h comes after i | 7. n comes after o | |
| 4. g comes after f | 8. u comes after v | |

3. Write the in-between letters.

EXAMPLE: a (b) c

- | | | |
|------------|-------------|-------------|
| 1. m () o | 6. o () q | 11. t () v |
| 2. f () h | 7. e () g | 12. l () n |
| 3. d () f | 8. c () e | 13. r () t |
| 4. x () z | 9. p () r | 14. i () k |
| 5. u () w | 10. s () u | |

4. Underline the letter which comes first in the alphabet.

- | | | |
|-----------|-----------|------------|
| 1. s or t | 5. c or e | 9. q or e |
| 2. q or r | 6. y or u | 10. f or d |
| 3. l or m | 7. n or l | |
| 4. s or p | 8. m or n | |

Ability to list words in alphabetical order requires considerable practice, especially in junior high school.

Exercise 3

1. In the following list, each of the words begins with a different letter. Arrange them in alphabetical order. Number the words when you alphabetize them, and check the word as you place it in the new list. This procedure will save time when you are working with longer and more difficult lists.

- | | | |
|------------|----------|---------|
| seldom | pumpkin | royal |
| careful | football | appear |
| weather | northern | minute |
| 1. appear | 4. | 7. |
| 2. careful | 5. | 8. |
| 3. | 6. | 9. |

2. When you have a long list of words to alphabetize, you will probably find several words which begin with the same letter. You will wonder which word to place first in the list. You need to go to the second letter to find this order. Here is a list on which to try your skill in alphabetizing. Be sure to number the words in your final list.

- | | | |
|-----------|----------|--------|
| geography | audit | great |
| plague | barren | foamy |
| animal | game | praise |
| freeze | payment | blade |
| broken | fame | aspire |
| queer | wondered | editor |
| housing | knock | jungle |

Exercise 4

Arrange the names of your classmates in alphabetical order. Many of you will be secretaries or treasurers of organizations and will need this ability. Arrange the last names in alphabetical order. If two of the surnames are the same, then the first name determines which comes first in the list. If the first and last names should be the same, then the middle initial determines the order.

Exercise 5

Which word comes first? (Oral response) Number your paper from 1 to 10. Then write the word in each pair that appears first in the dictionary.

- | | | |
|-------------------|--------------------|--------------------|
| 1. cast—case | 5. empty—empire | 9. album—alarm |
| 2. piece—pierce | 6. money—mold | 10. captain—canvas |
| 3. arrive—article | 7. reship—restless | |
| 4. choke—chunk | 8. finger—fitting | |

Exercise 6

Arrange the following groups of words in alphabetical order.

Group One

- | | | |
|------------|-------------|-------------|
| 1. dairy | 5. progress | 9. native |
| 2. cable | 6. airplane | 10. steel |
| 3. harbor | 7. plain | 11. weather |
| 4. foreign | 8. lumber | 12. until |

Group Two

- | | | |
|----------|------------|-------------|
| 1. mold | 5. earth | 9. seed |
| 2. herb | 6. air | 10. decay |
| 3. cell | 7. volcano | 11. blossom |
| 4. steam | 8. fog | 12. pest |

Group Three

- | | | |
|-----------|------------|---------------|
| 1. bought | 5. dozen | 9. dime |
| 2. bank | 6. divide | 10. deposit |
| 3. bill | 7. dollar | 11. during |
| 4. both | 8. divisor | 12. different |

Knowing the significance of the guide words at the top of the pages is important for skillful use of the dictionary.

Exercise 7

Notice the two words in heavy black type at the top of each page in the dictionary. These are called *guide words*. The guide word at the left-hand side of the page indicates the first entry to be found on that page, at the top of the left-hand column. The guide word on the right-hand side of the page indicates the last entry on the page, at the bottom of the right-hand column.

The following two guide words appear at the top of a page in a dictionary: **LIKABLE—LIMIT.**

Below is a list of words. Choose from this list the words that you would find on this page and write them in alphabetical order below the guide words. You will have six words.

- | | | |
|--------------|---------------|-----------|
| 1. lime | 5. lighthouse | 9. linden |
| 2. lightness | 6. limelight | 10. limp |
| 3. life | 7. lighten | 11. lilac |
| 4. like | 8. lily | 12. limb |

Exercise 8

Copy the three headings and column of words shown below. Then refer to the dictionary and fill in the outline in the same way that the first line is filled in. Remember to use the guide words whenever you look for words in a dictionary.

Word	Guide Words	Page
1. office	odd—office	424
2. mail		
3. settle		
4. king		
5. flood		
6. soil		
7. wreck		
8. traffic		
9. discover		
10. hill		

Exercise 9

Beneath each set of guide words below there are six words. Write on your paper the number of each word that can be found on the dictionary pages represented by these guide words.

Group One

Guide words:

BENEATH—BERMUDA

Words to choose from

- | | | |
|------------|-----------|-----------|
| 1. benefit | 3. beg | 5. better |
| 2. bend | 4. belong | 6. berry |

Group Two

Guide words:

HESITATE—HIGHLANDS

Words to choose from

- | | | |
|--------------|-----------|-----------|
| 1. hew | 3. highly | 5. hero |
| 2. hesitancy | 4. hide | 6. height |

Group Three

Guide words:

CLAIM—CONDITION

Words to choose from

- | | | |
|-------------|---------------|-----------|
| 1. commence | 3. conditions | 5. column |
| 2. concert | 4. complain | 6. clad |

B. Pronunciation

The teacher should explain the various aids to pronunciation given by dictionaries, such as syllabication, accents, and respelling with diacritical marks or symbols. Explanations similar to the following, and exercises 10 to 16, will be found helpful in teaching pupils to use these aids.

Dividing a word into syllables is an aid to pronouncing it. A syllable is a part of a word which can be pronounced by a single impulse of the voice. Words in dictionaries are usually printed with separating marks or spaces between syllables. If the pupil can pronounce each syllable, he can pronounce the entire word. In each syllable there is always one sounded vowel, and a word, therefore, has as many syllables as it has sounded vowels. Two vowels do not occur in one syllable unless they are pronounced as one sound.

Exercise 10

Here are several words with only one vowel. Put a ring around each vowel.

- | | | | |
|---------|----------|----------|----------|
| 1. kind | 4. lock | 7. hatch | 10. help |
| 2. talk | 5. fish | 8. long | 11. then |
| 3. told | 6. witch | 9. word | 12. mind |

How many syllables in each of the above list of words?

Exercise 11

Some words or syllables have two vowels but they sound as one. In each of the following words, circle the two vowels that sound as one.

- | | | | |
|----------|----------|-----------|----------|
| 1. clean | 4. coat | 7. health | 10. seek |
| 2. eight | 5. moon | 8. fruit | 11. neat |
| 3. seat | 6. bread | 9. mound | 12. foot |

Exercise 12

The following list contains one-, two-, and three-syllable words. Circle the one-syllable words; underline the two-syllable words; underline twice the three-syllable words. If in doubt consult your dictionary.

- | | | | |
|-------------|------------|-----------------|-------------|
| 1. dinner | 5. oratory | 9. handkerchief | 13. stout |
| 2. purse | 6. journey | 10. struck | 14. correct |
| 3. unhappy | 7. stiff | 11. engine | 15. parasol |
| 4. strength | 8. fellow | 12. volcano | |

Understanding of syllabication will simplify the process of dividing words at the ends of lines of writing or printing, or the setting of words to music. When a word has two or more syllables it may be divided between any two syllables. A word of one syllable is never divided.

Exercise 13

Following is a list of words having from one to three syllables. In the columns provided show the one or two ways in which they may be divided at the end of a line. If the word has only one syllable, write nothing in the column spaces.

Word	First division	Second division	Word	First division	Second division
1. symbol			7. rebuttal		
2. liberty			8. imbecile		
3. pout			9. example		
4. excavate			10. ludicrous		
5. horizon			11. scent		
6. brigade			12. schedule		

Dictionaries use accent marks after the syllables which should be stressed when the word is spoken. If there is more than one stressed syllable in a word, for example as in the word *mod' i fi ca' tion* two accent marks are used, one heavier than the other. The first syllable in this word is emphasized a little more than the next two syllables and thus is marked with a light accent; the fourth syllable is to be emphasized more strongly than any of the others and is, therefore, marked with a heavier accent mark. This is called the primary accent. The lighter accent is called the secondary accent. Some dictionaries use a double accent mark for the secondary stress.

Exercise 14

Divide the following words into syllables and give the accent mark as found in the dictionary.

- | | | |
|---------------------------|--------------|---------------|
| 1. vacation (va ca' tion) | 5. infection | 9. incarnate |
| 2. industry (in' dus try) | 6. anemia | 10. posture |
| 3. chivalry | 7. retaliate | 11. companion |
| 4. consolidate | 8. triangle | 12. merino |

Since the same sound in English may be represented by different letters and the same letters are sometimes pronounced in different ways, it is necessary for dictionaries to "respell" the words for pronunciation by printing them with different or specially marked letters or symbols which show how the syllables are to be sounded. The standard dictionaries differ in the alphabets they use for respelling, and a still different international system of symbols has been invented for transliterating the sounds spoken in foreign languages. Thus, it is well for the student to notice and become familiar with the system used by his dictionary.

The respelled form of a word is usually printed in parentheses directly after the word or near the beginning of the entry. Lines, curves, dots, and other marks, called diacritical marks, are added to the letters to show that the syllables are to be sounded in the same way as those in familiar key words which are printed, with the same markings, across the bottom margin of each pair of facing pages of the dictionary. Silent letters are usually omitted. Pupils should be able to pronounce all the key words correctly in order to use them for guidance in pronouncing unfamiliar or more difficult words.

modest (mōd' ist)

dreamy (drēm' ī)

lately (lār' lī)

severe (sē vēr')

fetch (fēch)

buckskin (būk' skīn)

The marks for the long and short sounds are easy to remember. A straight line over any vowel shows that it "says its own name," as in *tāpe*, *ēqual*, *īce*, *ōpen*, and *ūse*. A u-shaped curve over a vowel means that the vowel is sounded short, as in *căt*, *gĕt*, *ĭt*, *hĕt*, and *nŭt*. As the pupil works with a dictionary he will become familiar with all of the diacritical markings.

Exercise 15

Re-spelling of words help especially in the pronunciation of words that contain unusual combinations of letters. Look up the respelling of this list.

<i>Word</i>	<i>Respelling</i>	<i>Word</i>	<i>Respelling</i>
1. blight		6. dough	
2. phonics		7. engine	
3. eight		8. cough	
4. though		9. quickly	
5. aisle		10. conquest	

Exercise 16

This exercise combines some practice in the use of diacritical marks and key words. Separate the words into syllables, using the diacritical marks and the accents, and list the key words that help you in pronouncing each word.

<i>Word</i>	<i>Syllables and diacritical marks</i>	<i>Key words with diacritical marks</i>
Example: preparation	prěp à rā' shŭn	čnd, sofā, āle, ŭp
1. examine		
2. bungalow		
3. starfish		
4. cloister		
5. pencil		
6. athlete		
7. program		
8. sheriff		
9. valley		
10. quack		

Providing information on the correct spelling of words is one of the most important functions of a dictionary. Two spellings may be given for the same word. The first spelling is the preferred one, and those who wish to be as accurate as possible will use that form.

C. *Word Origins*

The basis of the English language is Anglo-Saxon, or Old English, which was spoken in England hundreds of years ago. To the short and simple words of everyday Anglo-Saxon life were added the literary words of the Norman-French court. Words from many other lands and tongues have been added and adapted until English may be said to be the richest language in the world. Latin, Greek, and French have contributed more than four-fifths of the adopted words.

In America we can trace the influence of the Indians in the place names of many of our rivers, states, counties, and cities. Iowa, which is bounded on the east by the Mississippi River and on the west by the Missouri, provides a good example of their effect. Hominy, papoose, and moccasin are words that have come from the American Indian.

The Spanish settlers of the southern and western borders brought in words that we did well to adopt, since they have helped to enrich our language. We commonly use the words canyon, coyote, hammock, rodeo, and lariat which are of Spanish origin. In the parts of California first surveyed under the Spanish and Mexican land system, the Spanish or Indian names then given to the land-grants have continued prominent among present-day place names. Examples of these are San Pedro, Puente, Atascadero, and Napa.

The influence of the French is also noticeable in our language, especially in place names. Lake Champlain, and the cities of New Orleans, Saint Louis,

Marquette, and Joliet were named for French royalty, explorers and priests. Many widely used words like bureau, garage, depot, levee, cafe, and bicycle come from the French language. The following suggestions may give teachers ideas for developing interest in word origins, with resulting vocabulary enrichment.

1. Pupils will enjoy learning the life history of picturesque words, as chapel, bacteria, bonfire, curfew, ferrick, kodak, and muscle
2. Explain the symbols used in an unabridged dictionary and show how to trace the derivation of words
3. Encourage the more interested pupils to become collectors of word origins and to keep notebooks on the subject
4. Ask pupils who are studying foreign languages to bring lists of words that have been taken over into English unchanged from those languages. Language teachers can supply illustrative material.
5. Show how the varied contributions and influences of Latin, Greek, German, Scandinavian, French, Spanish, and other languages have made English "the richest language on earth today"
6. Conclude the study by showing that language is composite and flexible because words are vital, living things
7. Make specific class, group, or individual assignments such as the following exercise

Exercise 17

1. Explain that the basis of our language is Germanic.
2. Show how the Germanic base was enlarged during the periods of Danish, French, Roman, Greek influences in England.
3. Make an intensive study of the life history and shift in meaning of some special word. Write a paragraph about the word, including its derivation, its original meaning, and the present meaning.
4. Compile a set of word families from such parent words as *scribe*, *graph*, *vis*, *dict*.
5. Mention some foreign words that have been borrowed unchanged from other tongues.
6. Give the Greek or Roman myths which explain the derivation of the words *tantalize*, *psychology*, *mercury*, *vulcanize*, *colossal*, *siren*.
7. Show how the influence of the study of Latin is seen in the Preamble to the United States Constitution. Contrast this classical style with that of the Gettysburg Address and King James' translation of the Lord's Prayer.
8. List a number of current words that would have puzzled Washington and Lincoln. (Rayon, radio, vitamin, stratosphere, cinema, spirituals, transformer.)
9. List a number of words that have arisen during the war and that may become permanent. (Blitz, jeep, "Mae West.")
10. Name some common nouns and also some geographical names in California

that are distinctly Spanish. Give the meanings. (Rodeo, patio, plaza, arroyo, Los Angeles, San Diego, Redondo.)

D. Prefixes, Suffixes, and Stems of Words

In most cases, instruction in the use of prefixes, suffixes, and stems should start informally, using an actual instance from whatever reading is being done as a starting point. Formal work in recognition of prefixes, suffixes, roots, and stems should be undertaken only after pupils have been led to understand how such study will benefit them.

The teacher should have his own lists of prefixes, suffixes, and roots so that he can be sure to introduce important ones.*

Instruction should begin with easy, obvious prefixes and roots. Suffixes are difficult, and should be left until later. Words which are familiar to pupils should be used first. Scientific terms are usually best. Everyone knows that a *motor* and an *automobile* both *move*, although in different ways. It is not hard to establish, *mot- mov- mob-* as a root meaning *move*.

The stem *terra-* meaning *earth*, is easy to teach. The word *territory*, *terrain*, and *terrestrial* offer little trouble. On the other hand, a prefix such as *ad-* with its numerous variations (*a, ac, ag, al, an, ap, ar, as, at*) should not be presented until pupils have begun to acquire some facility in word analysis.

Long lists of words or syllables are apt to be discouraging, particularly to pupils who do not read well. It is much more important that a pupil understand the *method* of word analysis and know a few important examples well than that he have a full notebook.

Colorful, interesting illustrations should be used whenever possible. Pupils will remember that the word *pecuniary* is concerned with money if they know that it is derived from a Latin word meaning cattle, and that cattle were at one time a medium of exchange. Similarly, even the slower pupils will show interest in the information that the word *candidate* comes from *candida*, meaning white; that in Rome candidates for office wore white togas to show the purity of their intentions.

Exercises which provide practice in using prefixes, suffixes, and stems are given below. These exercises may be adapted to the needs of a particular class.

a. Prefixes

Exercise 18

1. Write words meaning

a. paid before

b. a view before, such as the advance showing of a motion picture

You will see that you have made new words by adding the prefix *pre* to a simple word.

* Donald D. Durrell, *Improvement of Basic Reading Abilities*. Yonkers-on-Hudson, New York: World Book Company, 1940, pp. 202-203.

2. Make a list of ten words that start with *pre*.

- | | |
|---------|---------|
| a. | f. |
| b. | g. |
| c. | h. |
| d. | i. |
| e. | j. |

Exercise 19

Use the prefixes *ex* or *in* to make words with the following meanings:

- goods sent out of a country
- goods taken into a country
- a person sent away from his native land
- a pupil turned out of school for bad behavior
- a foreign army entering our country

Exercise 20

Judging from the following words, what do you think the prefix *de* means? Write the meaning after each word. Use the dictionary, if necessary.

- demerit
- denounce
- deprive
- descend
- decline

Exercise 21

The prefix *con* means *with* or *together*. You can see this prefix in the word *conductor*. A conductor is a person who goes along *with* (*con*) the passengers to *lead* (*duc*) them on the trip. *Underline* the prefix in the following words and tell what each means.

- conclude
- conform
- condense
- conduct
- consists
- connect
- construct

Words beginning with *con* are common. How many can you list in three minutes?

Exercises similar to the preceding, using the prefixes *im*, *un*, *dis*, *etc.*, may be constructed.

b. Suffixes

A *suffix* is one or more letters or syllables placed at the end of a word to add to its meaning.

Exercise 22

Can you guess what the suffix *able* means by studying these words?

- | | |
|--------------------|-------------------|
| a. usable | d. lovable |
| b. teachable | e. portable |
| c. adorable | f. eatable |

In these words, the suffix *able* means *that can be, able or deserving to be*. Therefore, the word *usable* means *that which can be used or is capable of being used*; a teachable person is one who *can be taught*.

Exercise 23

Separate the words listed above (Exercise 22) into root and suffix.

EXAMPLE: (a) use + able = usable (d)

(b)

(e)

(c)

(f)

Exercise 24

1. Add the suffix *ness* to each of the following words.
2. Give the meaning of the new word thus formed.
3. Use the word in a sentence.

a. cool

b. cranky

c. harsh

c. Stems

The stems or root words are the basic words before which prefixes may be placed and after which suffixes may be added to make new words of somewhat different meanings.

Exercise 25

By adding a prefix and a suffix, form two additional words from each of the following stem words according to the example at the top of the list.

Prefix	Stem	Suffix
impossible	possible	possibility
.....	1. mature	.....
.....	2. pay	.....
.....	3. form	.....
.....	4. help	.....
.....	5. pass	.....
.....	6. suit	.....
.....	7. falter	.....
.....	8. perish	.....
.....	9. mount	.....
.....	10. cognize	.....
.....	11. doubt	.....
.....	12. friend	.....

To encourage mastery of a wider vocabulary one author suggests making a 3" x 5" index card file. On each card is entered a prefix, suffix, or root (see sample card below).

re—means again, back.

review We will review the chapter.

repeat They repeat the pledge.

recede The tide recedes.—etc.

The teacher may arbitrarily assign prefixes, suffixes, or roots. Five sentences for each may be required for one day's work. These sentences need not be composed by the pupil. As he discovers words containing the assigned prefixes in his textbook or library book, he may record these words on his card, together with the sentences in which they occurred. Capitalization, punctuation, and spelling should, of course, be correct.

E. Synonyms, Antonyms, and Homonyms

The more recently published reading books make provision for the study of synonyms, antonyms, and homonyms as important phases of reading.

Synonyms. Synonyms are words which express essentially the same idea but often have shades of difference in meaning. Even though they are alike in a general sense, they may have, in discriminating usage, special meanings or connotations. Pupils should note that dictionaries use synonyms in defining words. The following suggestions for preparation of exercises may be helpful.

1. Write in a column on the blackboard from a reading selection 10 difficult words which have simple synonyms. Write also, but in different order, one synonym for each of the 10 difficult words. Beside each word in the first column have the pupils write the synonym in a second column.

EXAMPLE:

First column

labyrinthine

Second column

winding

This type of matching exercise can be used with antonyms.

2. Write sentences on the blackboard from a reading selection containing groups of words for which synonyms can be supplied. Underline the groups of words. For each underlined expression, pupils will choose an appropriate synonym, rewriting the sentences.

EXAMPLE: *Little by little* he crept up the hill.

Gradually he crept up the hill.

3. Choose an article from the reading material. Write on the blackboard a list of words chosen from the article. Tell pupils to rewrite this article, substituting synonyms for the words listed on the blackboard.
4. Write on the blackboard, or mimeograph, the following words, telling pupils to rearrange them into five groups of synonyms:

ample	conference	gathering	meeting	raw
abundant	congregation	green	proficient	specialist
assembly	crude	impel	profuse	thrust
authority	elbow	lavish	propel	unprepared
bounteous	expert	master	push	untrained

EXAMPLE: Group 1—ample, abundant, bounteous, lavish, profuse

Antonyms. Antonyms are words which are opposite or nearly opposite in meaning. Knowledge of antonyms should aid pupils to become more accurate in expressing ideas. Dictionaries often give antonyms as well as synonyms in defining words. The following types of exercises are useful in studying antonyms.

1. Write on the blackboard, for word study, a group of 10 or 15 words. Have pupils write an antonym for each opposite it.

EXAMPLE: abolish—establish

2. List 10 words to be matched with antonyms. Alongside each of these, write a group of five words, one of which is an antonym for the listed word. Pupils are to select the antonym from each group.

EXAMPLE: scrupulous—balanced, infirm, pompous, unprincipled, stupid

ANSWER: scrupulous—unprincipled

Homonyms. A homonym is a word having the same pronunciation as another word but differing in origin or meaning and often in spelling. Part of the difficulty for both slow and rapid readers in comprehending what they read is inaccuracy in the recognition of words which closely resemble others in spelling but differ from them in meaning. The following exercises are suggested for study of homonyms.

1. Mimeograph or write on the blackboard 25 or 30 sentences to be completed by choosing one from two or more given homonyms.

EXAMPLE: 1. He was (aloud, allowed) to go early.

2. Electrical devices (lesson, lessen) work.

2. Mimeograph or write on the blackboard one word from each of 40 or 50 pairs or groups of homonyms. Have pupils copy these words on paper, writing at least one homonym for each, being sure to spell it correctly and know its meaning; then using the two in sentences.

EXAMPLE: 1. fete

2. doe

3. serial

ANSWERS: 1. fete—fate. I attended a religious fete.

The prisoner does not know his fate.

2. doe—dough. The doe protected her fawn.

The cookie dough is ready.

3. serial—cereal. The story is appearing as a serial in that magazine.

Oatmeal is my favorite cereal.

READING COMPREHENSION

A. Recognizing Central Ideas

A major skill in reading comprehension is the ability to recognize the main ideas in what is read and to distinguish them from the supporting details. The suggestions given here for helping pupils to develop the ability to select the central thought and subordinate topics are offered merely as provocators to other effective and more varied devices.

1. Select material within the range of the experience and interest and at the general reading ability level of the pupil. In the early stages, stories and pictures and other visual aids have a greater appeal and convey more clearly the themes and main ideas than do factual texts, which may be introduced later.
2. Use the title and paragraph or section headings as clues in discovering the chief thought.
 - a. Have the pupils make questions for each heading. By making such questions for studying the section, the pupil has set up a purpose for his reading.
 - b. Have the pupils invent their own titles for the material being read.
 - c. Encourage pupils to write subject headings for reports and similar materials.
3. Have pupils read to discover the central thought by finding the key sentence and carefully following the thought from sentence to sentence. This not only helps pupils to grasp the main idea of the paragraph, but also to understand the author's plan. Oral reading is usually helpful in the first stages of finding key sentences and understanding the paragraph pattern.
4. Prepare a list of sentences that contain the idea expressed in a paragraph. Have the pupils select the sentence that best expresses the main thought of the paragraph.
5. Choose from material that is being read by the pupils several paragraphs that contain good key sentences. Write the key sentences on the blackboard. Have the pupils find the paragraph from which each was taken.
6. Provide a series of paragraphs each followed by several possible headings, one of them correct, one too inclusive, and one or two which are misleading or contain misstated facts. Have the pupils select the correct heading and give their reasons for their choice.
7. To help pupils understand the concept of reporting main ideas with brevity, the following exercises are good.

- a. Have pupils write telegrams conveying different types of messages.
- b. Train pupils to write one or two sentences as summaries of a motion picture, a selection from a book, a newspaper article, or a group discussion. This exercise also provides excellent training in expressing the author's ideas in the pupil's own words.

B. Selecting Details

The following suggestions are offered for training pupils to read for details.

1. Discuss the function of details as important additions to the central idea.
2. The detective approach of looking for clues and thinking about their relationship to the problem appeals to many pupils.
3. From an article in a current magazine or a section in a textbook, prepare a list of objective statements, varied in nature, such as are used in completion, multiple choice, and true-false tests.

EXAMPLE

Reference: Lester B. Rogers, Fay Adams, and Walker Brown, *Story of Nations*. New York: Henry Holt and Co., 1945, pp. 172-5.

Questions:

1. "Rome was well protected from pirates." True or false?
2. One slave constantly whispers this caution: "Remember thou art a"
Supply the missing word to complete the thought.
3. "The laurel wreath is (golden or silver)." Choose the correct word.
4. List the following according to their order in the procession:

The trumpeters

The oxen

The senators

The prisoners

The spoils of war

The conqueror

C. Finding Facts

The ability to find facts speedily and to answer questions adequately and accurately are skills which are indispensable in the mastery of any subject. The pupil will use these techniques daily in getting facts from the newspaper, in locating data in the encyclopedia, in finding suitable definitions in the dictionary, and in drawing inferences and evaluating statements in a textbook in social studies, science, or English classes. Rapid reading or skimming or even slow reading may be the appropriate technique, depending upon the material and the objective.

The expert reader will probably first read the questions which serve as clues to the facts he is seeking. He will then read the material with energy and singleness of purpose, pursuing his search persistently until he has ferreted out the desired facts. When he thinks he has attained his objective, he will recheck with the questions to insure accuracy. Many textbooks supply helpful

questions to direct the pupil in his study, but often the teacher will wish to formulate his own.

The teacher of reading may find suggestions in the following questions which may be used as fact-finding drills or as class exercises.

1. Finding a specific fact in a reference book.

REFERENCE: *The World Almanac*, "Aviation."

QUESTIONS: What was the increase in the number of fatal accidents in 1939 over those in 1935? Was there an increase or decrease in miles flown per fatal accident between those years? How much?

2. Interpreting the legend accompanying an illustration.

REFERENCE: Lester B. Rogers, Fay Adams, and Walker Brown, *Story of Nations*. New York: Henry Holt and Co., 1945, p. 263.

QUESTION: At the tournament, who occupied the box on the left?

3. Using the index.

REFERENCE: Rogers, *et al.*, *Story of Nations*, p. 565.

QUESTION: To what Scandinavian country are we indebted for the idea of manual training?

4. Skimming to find word answers.

REFERENCE: Frieda Radke, *Living Words*. New York: The Odyssey Press, 1940, pp. 73-74.

QUESTIONS: 1. What serves better than fingers in the handling of postage stamps in a collection?

2. What is the best kind of stamp album for the amateur collector?

3. How many foreign stamps may be purchased for a dollar?

5. Getting specific information.

REFERENCE: Charles Dickens, *A Tale of Two Cities*.

QUESTIONS: 1. What three reasons were given by Charles Darnay, in his conversation with his uncle, for his intention to renounce his inheritance?

2. Give the date (the month and year) when the Dover mail coach toiled up Shooter's Hill.

REFERENCE: *Weekly News Review*, February 26, 1945, page 1.

QUESTION: At the Crimean Conference what decision was made as to who should represent each of the Big Three on the Board of Control of Germany after World War II?

6. Drawing inferences

REFERENCE: Rogers, *et al.*, *Story of Nations*, pp. 721-2.

QUESTION: In what respect is "The Christ of the Andes" a symbol of international fellowship?

REFERENCE: Charles Dickens, *A Tale of Two Cities*, Book II, Chapter VIII.

QUESTION: Who do you think was the man dangling by the chain under the carriage of the marquis?

D. Relating Subordinate Details to Main Ideas

Understanding of the relationship of subordinate details to the main

thought is necessary in order for the reader to comprehend fully what is read and studied.

Attempting to understand the designs of paragraphs in a selection will aid the pupil in thinking and will help him to improve both his comprehension and speed in reading. The pupil who has been trained to grasp the pattern of a paragraph or of a longer article will understand the true relationship of detail to main ideas. The following exercises help to develop this skill.

1. Select paragraphs or selections that describe details in chronological order.
 - a. Have pupils list the steps of a process or a series of events in order. It is frequently helpful to indicate the number of steps.
 - b. List the events of a story on the blackboard. Have pupils rearrange these incidents in the order in which they occurred in the story.
2. Find selections that use *contrast*. Have the pupils divide a paper into two columns and then list in these columns the contrasting points that clarify the situation.
3. Find selections that use the *question and answer* pattern. Have the pupils list each question and beneath it write the important details that answer the question.
4. Select paragraph patterns commonly used in your subject field and train pupils to recognize them and to read them proficiently.
5. Relate reading and the study of the paragraph to speaking and writing by having the pupils use these common patterns in their own oral and written expression.

One of the most frequently used plans for organizing materials is the outline. The following suggestions are offered to assist teachers in guiding their pupils to develop proficiency in outlining.⁹

1. Use easy materials and short selections in teaching pupils the mechanics of outlining. The following steps may be followed in teaching pupils to make outlines.
 - a. Teacher and pupils working together select the main topics
 - b. Pupils, unaided, select the main topics
 - c. Teacher and pupils select the main topics, leaving space for subheads. Teacher and pupils then fill in these subtopics.
 - d. Main topics are selected by the teachers and pupils and are written on the blackboard. Pupils then fill in the subtopics unaided.
 - e. Pupils write the main topics and subheads without help
 - f. Pupils organize, in outline form, data gathered from many sources

⁹ Based on "How to Teach Pupils to Outline," *Teachers' Guide to Child Development in the Intermediate Grades*. Prepared under the direction of the California State Curriculum Commission. Sacramento: California State Department of Education, 1936, pp. 294-5.

2. Train pupils to find the main topics and to place them in outline form. Use books with paragraph headings.
 - a. Have pupils read the paragraphs and discuss the headings. Suggest other possible headings and have pupils decide why the author selected the headings he used
 - b. Match a given list of paragraph headings with numbered paragraphs
 - c. Have pupils read a paragraph with this question in mind, "What is the main idea in this paragraph?" Write a number of suggested answers on the blackboard. Choose the best one.
3. Provide practice in filling in subtopics
 - a. The teacher writes the main topics on the board or uses a text that has the main headings. Teacher and pupils then fill in the subheads.
 - b. Have pupils skim other articles for more information and read carefully when additional material which is suitable for subheads is found. Add these new subheads. Do the same for new main topics.
 - c. When pupils have gathered sufficient data, have them reread the complete outline and, if necessary, rearrange the order of the topics
4. Give instructions in making a standard outline form. Many secondary-school pupils do not know how to make an outline. Emphasize the fact that in a correct outline there must always be more than one item in the series under any subdivision. If there is an "a" there must also be a "b"; if there is a "1" there must also be a "2," etc. A commonly accepted outline pattern is the one given below.

Outline Pattern

- ```

I.
 A.
 1.
 a.
 (1)
 (a)
 (b)
 (2)
 (a)
 (b)
 b.
 (1)
 (2)
 2.
 a.
 b.
 B.
 1.

```

## 2.

## II.

## A.

## B.

*etc.*

5. Have pupils use this outline form in preparing and giving oral reports
6. To develop ability to draw valid conclusions, have pupils use facts and ideas which have been organized in outline form, not only as a basis for an oral report or as an exercise in outlining a chapter, but also as the basis for drawing conclusions.
7. To check pupils' ability to make outlines, prepare lessons based on the following suggestions.
  - a. List main points and subpoints consecutively. Have pupils copy these, indenting to show subordination of subtopics and writing correct numbers and letters in front of each point
  - b. List main topics and subtopics in mixed order and have pupils rearrange and number them
  - c. List main topics with Roman numerals. List subtopics (all one value) with Arabic numerals. Have pupils organize subpoints under correct main points
  - d. Present short paragraphs of well-organized material and have pupils write main topics and specified number of subtopics
  - e. Present part of a skeleton outline and have students complete it
  - f. Have pupils outline a problem without assistance. Class discussion is valuable in checking a lesson of this type

*F. Assembling Information*

The organization of notes into a coherent composition involves not only all of the reading skills but techniques of writing as well. Obviously, emphasis on this phase of the work is appropriate only for bright and mature pupils. The method of gathering information depends upon the purpose of the assignment. If the report assigned is to be short and informal, the reading of only one well-selected article may suffice and the notes may be brief. The first reading may be a rapid one. The pupil will then return to the article for a more thorough survey, taking notes on the data he wishes to use.

If the assignment involves a longer, more formal report, the pupil will find it desirable to go to the library for study. First, he will find what information is available and suitable by consulting such guides as a card catalog, the index, and the table of contents of books, the *Readers' Guide*, and an encyclopedia. After selecting from the references those that seem pertinent to

his subject, he will proceed to read the articles and to take notes. The following suggestions for the taking of notes may prove helpful.

1. Use cards 3 x 5 inches or uniform half sheets of paper. Write on one side only.
2. Head each card with a single topic. Give the name of the author, the title of the book, and the pages.
3. Make notes brief but intelligible.
4. Develop a system of abbreviations of your own.
5. Do not copy the material word for word; try to summarize and state the author's ideas in your own words.
6. If you wish to copy an excerpt, you must give credit to the author quoted.

After this study has been completed, there comes the more complicated task of assembling the information given in the notes and of organizing the material into an article. Some such procedure as the following may be followed.

1. After re-reading your notes, decide on four or five main points.
2. Arrange the cards in piles, one pile for each of these main ideas.
3. Eliminate any irrelevant material.
4. Arrange the main points in an orderly sequence.
5. Arrange as subtopics the material of subordinate importance.
6. Make an outline, which is the blueprint of the article or composition.
7. Revise the outline, observing especially the proper sequence of the subtopics.

The construction of the composition is the next step. Suggestions follow.

1. Follow the outline.
2. Refer to your notes, but be careful not to copy the words of the author. Express his ideas in your own words.
3. Express your ideas as well as the author's.
4. Use footnotes when giving credit to an author.
5. In the conclusion of your composition you may give a brief summary of the main ideas, or you may draw conclusions of your own.

An important part in the process of compiling a report is the preparation of a bibliography of reference materials to be consulted or to be recommended for further reading on the subject. The following form for a bibliography is suggested:

*Suggested Form for Bibliography*

ARTICLE IN REFERENCE BOOK

"Advertising—United States." *Encyclopaedia Britannica*, Fourteenth Edition, 1929, Vol I, pp. 200-205.



## BOOK

Adams, James Truslow. *The Epic of America*. Boston: Little, Brown and Company, 1931.

Leonard, J. Paul, and Salisbury, Rachel. *Considering the Meaning*. Chicago: Scott, Foresman and Company, 1941.

## MAGAZINE ARTICLE

"Greece," *Time*, Vol. XIV (January 8, 1945), pp. 25-28.

Thompson, Dorothy, "Freedom in Duty," *Ladies Home Journal*, Vol. LVIII (July, 1941), pp. 6-10.

F. *Drawing Inferences and Forming Conclusions*

While the teacher in a development reading program is always alert to all possible ways of encouraging the pupil to read, he must at the same time teach the pupil that not everything he sees in print is true. He must be taught to discriminate between mere statement and substantiated fact, between partial truths and the whole truth, between personal opinion and news.

The end product of education is all too often the acquisition of information; comparatively little stress is placed upon the use of this information. Few people deny the greatness of the philosophy and the literary quality of the Bible, of Shakespeare, of Homer, and of the other true classics, but how many readers really use the wisdom of these masterpieces as a basis for action in daily life? The application of information or learning, therefore, must be taught in the home and in the school.

The seventh-grade pupil as well as the high-school senior can be taught to draw inferences and form conclusions. The adolescent can be taught that what he calls his "good reasons" for certain actions are not actually his "real reasons." He can be taught that making excuses for his own shortcomings is a form of self-deception. He can be taught to see the difference between editorial opinion and news, between a half truth and a whole truth, and between propaganda and fact. He can be taught to question the source and completeness of his information; he can be taught to conceive of a subject in its entirety according to the organization inherent in the subject. The more able the pupil, the more important it is that he receive this guidance.

In talking with the pupil about a movie or book, the teacher can point out qualities of character that have led to the climax. He can teach the pupil that the plot is especially important when it reveals character. He can show how the setting is allied to the plot, and he can teach the pupil to enjoy outcomes that are appropriate even though they are not necessarily happy.

Through outlining, the pupil can be taught organization. Probably the seventh-grade pupil should learn to classify items first; then he might learn to outline factual material such as biographical accounts. In each succeeding

grade the outlines can be made more complete and more perfect in form, and they can be about more abstract subjects. By the time he is graduated from senior high school, the average pupil should be able to make a three-margin outline about a current social problem, drawing his own conclusions. Such topics as ships, a ship, apartment houses, an apartment, automobiles, an automobile, factories, a factory, education, a school, housing, a home, and innumerable other topics offer several possible kinds of outlines. The pupil should be quick to see these possibilities and to apply the principles he has learned to more specific subjects.

Much in great literature is implied rather than stated directly. For instance, in *Les Misérables* the opening thirty pages are a treatise on man's inhumanity to man; indeed the whole story is that, yet nowhere in this novel does Hugo preach. In *A Tale of Two Cities*, the precept set forth in the fifteenth chapter of The Gospel of St. John is given dramatic force. In *Silas Marner*, the miser's redemption is hinted at in the incident of the broken water crock, and it is assured with the discovery of Eppie. In *The Keys of the Kingdom*, the contrast between the worldly priest and the self-sacrificing priest is full of implications for the reader. These points must be understood by the immature reader so that he may draw the correct inference. The pupil must also be encouraged to identify himself imaginatively with the chief characters of the story, the poem, or the play which he is reading. He must be one of the Knights of the Round Table, one of Robin Hood's men, one of Chaucer's pilgrims if he is to understand fully the implications of the author.

The enjoyment of poetry is dependent, to a large extent, upon the pupil's ability to interpret what is not expressed, but for the reader to supply from his own experience or imagination, or both. Note Edwin Markham's famous lines:

He drew a circle that shut me out—  
Heretic, rebel, a thing to flout.  
But Love and I had the wit to win:  
We drew a circle that took him in.<sup>10</sup>

This quatrain, one commonly taught in American literature, is often quoted by pupils. Yet of what is the first circle composed? Why was the "me" shut out? How could Love win by drawing a second and supposedly larger circle? Each reader must answer these and other questions according to his experience and his imagination. His interpretation will change as the

<sup>10</sup> Edwin Markham, *The Shoes of Happiness, and Other Poems*. Garden City, New York: Doubleday, Doran and Company, 1915, p. 1. Reproduced by permission of the copyright owner.

years bring him increased experience, knowledge, personal suffering, and understanding. The teacher can only inspire and point the way in drawing these inferences.

Pupils should be warned against false analogies. Because two objectives or two ideas have one or two points in common, the young pupil often assumes that they are alike in many or all of their aspects.

Analogy reasons from particular case to particular case: if something is true of one thing, it is true of a second thing that resembles the first. It is a useful, easy, and dangerous form of reasoning. In a case like that the foregoing, dealing with something not susceptible to proof, with what one does not or can not know, one resorts to the nearest parallel within one's experience—what one does know.<sup>11</sup>

The pupil can learn to detect fallacious reasoning by analyzing statements like the following:

"Every cloud has a silver lining."

"It's a long lane that has no turning."

One of the best exercises for learning to think clearly, to draw correct inferences, and to make sound conclusions is *précis* writing. It is an excellent means of overcoming inaccurate and inadequate reading habits. The student learns concentration by following the line of reasoning of the author. If his attention wanders, this line of reasoning is broken. To make a *précis* is also a valuable exercise in analysis, for the student must discover and follow the writer's plan. He must keep the same tone, the same emphasis, and the same proportion as did the author. He must learn to differentiate between main ideas and illustrative details. He must recognize key words, and he must express the ideas in terms of his own. In general, a *précis* should be about a third as long as the original. *Précis* writing is useful in note-taking, in making book reports, in public speaking, in making committee reports, and in briefing. In fact, the pupil must realize that there is an almost universal demand for ability to condense knowledge and summarize facts. The following simple directions will aid the pupil in writing a good *précis*:

1. He must read the passage carefully to be sure that he understands it
2. He should reread the passage, selecting the main ideas in the order in which they are given
3. He should then select the supporting ideas for each main topic
4. He is next ready to write the *précis* in complete, well-balanced sentences—main ideas must be expressed in independent clauses; supporting ideas, in dependent clauses
5. He should revise for brevity by:

<sup>11</sup> Frank W. Cushman and Robert N. Cunningham. *Ways of Thinking and Writing*. New York: Charles Scribner's Sons, 1938, pp. 365-66.

- a. Substituting words or phrases for clauses whenever possible
- b. Using synonyms for long phrases
- c. Replacing figurative language by literal expression<sup>12</sup>

The foregoing suggestions for helping the pupil to form inferences and to draw conclusions are in no sense complete. They should, however, serve as an introduction to some of the simpler problems of psychology and logic. The able senior pupil who plans to go to a university is eager to understand himself and his thought processes, but he must be warned that such work as can be studied in advanced high-school courses is, at best, only introductory. He should also be warned against pseudo-scientific psychologists and over-popularized personality specialists.

#### G. *Remembering What Is Read*

Using what they have studied will help pupils in remembering what they have read. Preliminary difficulties in the way of comprehension of a selection, such as vocabulary, having been cleared up, pupils can be taught how to take notes by finding central ideas, key words, or clues to the topic under discussion. If real interest can be gathered by bringing up a problem which gives pupils something with which to associate, compare, or contrast what they are about to read, they will be more likely to remember it.

Mature students often take note rather than take notes. They prefer to gather information directly on a problem rather than to take notes on general reading in the hope that some day the facts recorded may come in handy. Adults . . . attempt . . . to incorporate the new ideas they gain from reading into the patterns of their thinking so that those ideas will later function in conversation, in the solution of problems, and in further reading.<sup>13</sup>

School can imitate real life if the teacher can make the problem clear, immediate, and interesting and then devise methods for having the pupils use information in an active and memorable way. If a series of questions to be answered precedes the assignment, the pupil usually skips over material until he finds the answers, unless, as in some types of reading matter, the questions can be so phrased that a critical reading of the whole selection is necessary in order to find the answer. Here again, the value of association in remembering can be taught by asking pupils to bring examples from their own experience, reading, or current events similar to what they have read.

As has been said earlier, learning to write a précis is perhaps the most valuable technique by which pupils may acquire ability to comprehend and reorganize for themselves what they have read. The organization of facts

<sup>12</sup> Adapted from Angela M. Broening, Frederick H. Law, Mary S. Wilkinson, and Caroline L. Ziegler, *Reading for Skill*. New York: Noble and Noble, 1939, pp. 196-97.

<sup>13</sup> Ruth Strong, with the assistance of Florence C. Rose, *Problems in the Improvement of Reading in High School and College*. Lancaster, Pennsylvania: The Science Press Printing Co., 1938, p. 49.

helps the pupil both to see their relationship and to remember them easily. Hence, the making of outlines is useful in social studies and science classes. In these subjects, many pupils fail to remember the material they read because they merely skim instead of reading reflectively. Care in making the assignment, such as promoting reflective thinking by discussion before the reading, teaching pupils to read and understand directions before answering and, later, care in conducting exercises requiring critical interpretation of what they have read will improve their study habits.

#### *H. Following Oral and Written Directions*

People who live in a civilization which is as highly mechanized as ours must be able to follow directions quickly and accurately in order to earn a living, to use the machines which are a part of almost every home, and to preserve themselves from bodily and financial harm. Specific teaching, then, is essential in this field.

In the first place, the objective of the teaching must be made clear to the pupils. If they do not see *why* it is important to them personally to be able to follow directions, many of the exercises they will be asked to do will probably seem to be merely unreasonable, artificial chores devised by the teacher to keep them busy. On the other hand, pupils enjoy and profit from drills when they feel that these are contributing to their welfare.

Exercises such as those in the following paragraphs have proved useful in helping pupils learn to follow directions exactly. After obtaining class co-operation, the teacher should insist from the beginning that *no* mistakes can be allowed. The pupil must see that a very small error in adjusting a machine may mean the difference between danger and safety. The first directions to be followed may well be given orally:

1. John, open the third window from the left and walk down the middle aisle on the way back to your seat.
2. Write the date on the board, Mary; then write your first name over it and your last name under it.
3. Erase the third sentence on the East blackboard, Helen, and then bring me the first dictionary on the second shelf of the bookcase.

The first written exercises in the following directions should be simple:

1. Find a picture of an anchor in the dictionary. Write the number of the page on your paper. Draw a circle around the number.
2. Draw as many short, up-and-down lines on your paper as you have fingers.
3. Write your first name. Under it, print the day of the week.

No more than ten sets of directions like the above should be given at one time. Young or slow-learning pupils probably should not get more than

five at a time. The teacher must watch, when working with pupils of very limited ability, to see that the time devoted to the exercises does not exceed their span of attention.

After reasonable mastery of simple, oral and written directions, instruction in the performance of practical tasks should be given, even if the actual processes cannot be reproduced in an English class. Discussion will have to replace the baking of a cake, for example. However, the teacher of home economics may well use the same types of devices for improving reading in her classes.

Pupils will respond enthusiastically to requests that they bring in recipes, instructions for assembling model planes, and directions for mixing paint, using starch, and doing similar household jobs. Discussion of the possible results, both amusing and serious, which may follow a mistake in interpreting these instructions can furnish vivid examples of the need for accuracy.

One method of teaching pupils to be attentive to oral directions is to read to the class a short, simple passage of factual material. Warn the pupils that the paragraphs will be read only once. Then give simple questions that can be answered orally in one word. These, too, should be read only once. The first time such drill is tried, the results are likely to be appallingly bad. Usually the class asks for another chance at once. This time the pupils really listen, and the results are heartening both to them and to the teacher.

Ten minutes a day for a week or so can profitably be devoted to this procedure. Then actual instructions can be given orally, in place of asking questions on material which has been heard by the class. Again, the directions should be given once only, since it is important to establish the habit of listening attentively.

It is better to spend a few minutes a day over a long period of time on such drill than it is to have a few long lessons and then drop the subject. The important objectives are to establish the correct attitude toward the following of instructions or directions and to give enough drill and practice to build habits of attention and accuracy. Much practice, in small doses, is usually the best way to accomplish both of these objectives.

Most of the books devoted to the improvement of reading have chapters on following directions, since it is a basic skill. Specific practice exercises are sometimes supplied. These are helpful in suggesting methods to the teacher, but most teachers will find it worthwhile to make their own drills, using materials which are interesting to the particular group of pupils for whom they are intended. Teachers of science, social studies, and fine and practical

arts, all may use such devices to sharpen the attention and improve the reading skill of pupils in their classes.

### *I. Developing Ability to Read Critically*

For those pupils who can do so, it is important to develop the ability to read with discrimination. To help pupils learn to read critically, teachers should set up situations which the pupils feel have importance for them; should make them feel enthusiasm for wanting to know more about books, magazines, and newspapers; and should stimulate their curiosity and help to create in them a desire for enjoyment of reading and for analyzing what they have read.

Teaching pupils how to select reading materials is one of the first responsibilities of the teacher who is trying to train pupils to read critically. Books should be selected for a variety of pupils' interests, both expressed and potential. Pupils should be encouraged to read books of all kinds selected for various reasons.

1. Some books for enjoyment only
2. Modern books which give a picture of the current scene
3. Books recommended by teachers and other pupils
4. Books by well-known authors
5. Biographies which vitalize various fields, like history and science
6. Books of vocational interest
7. Books by authors of other books which the pupil has enjoyed
8. Books that have been filmed recently
9. Books which bear a relationship to extracurricular activities

Magazines which are within the intellectual grasp of the individual and which are related to the curriculum and the pupil's interests should be recommended. The fields listed below are covered very well by current magazines.

|                |                 |
|----------------|-----------------|
| Science        | Hobbies         |
| Literature     | Vocations       |
| Current events | Homemaking      |
| Travel         | Sports          |
| Music          | Arts and crafts |

To help develop critical analysis in magazine reading, the following questions may be useful guides.

1. What is the policy of the magazine?
2. Are the articles controversial?
3. Is the material presented simply and clearly?
4. Does the magazine give courageous opinions in politics and economics?
5. Do the articles help you to enjoy experiences vicariously?



The following standards for selecting newspapers may well be taught, and pupils should be encouraged to read newspapers regularly.

1. Is the paper dependable?
2. Is it accurate?
3. Is it fair?

To be able to form critical judgments of a newspaper, pupils may appraise it by means of answers to the following questions.

1. Does it cover the news adequately?
2. Does it cover the news in an interesting way?
3. Does it comment or editorialize in a fair way?
4. Does it serve the community?
5. Does it help to solve problems?
6. Does it entertain, amuse, and give you enjoyment?
7. What is its reputation for reliability?

In order for pupils to develop a critical point of view toward what is read, they should be trained to ask thoughtful questions about the book or selection read. They should be taught to interpret and evaluate the material according to their own personal points of view. The teacher should help them to analyze what is read in order to distinguish between what is true and what is false, and should help them to get the definite purpose, the correct meaning, and the broad view which may underlie the presentation.

#### *J. Increasing Rate of Reading*

The following six suggestions are made to teachers who want to encourage pupils to increase their skill in this area,

1. Build an interest in reading
2. Encourage each pupil to read as much as he can
3. Help the pupils determine how rapidly they are able to read
4. Discuss the importance of rapid reading, and interest pupils in undertaking a program to improve their reading rates
5. Once or twice each week . . . hold timed reading practice periods
6. Help each pupil make habitual his improved rate of reading<sup>14</sup>

Various devices for timing reading and for charting the results may be found in textbooks devoted to improvement of reading skill. Most pupils do best when they can watch their progress and see the results of their efforts. Keeping of individual records seems to be a necessary part of any successful program. A few devices which are useful in helping the pupil to increase his reading rate are given below:

1. Give the pupil an explanation of causes of slow reading rate, such as too brief eye-span, reversals, and bad habits in eye movement

<sup>14</sup> From *Teaching Reading in the Secondary School*, Bulletin of the California State Department of Education, Vol. XII, No. 3, March, 1943, pp. 17-23.



2. The teacher may read aloud with the pupil, gradually increasing the *tempo* and, thus, forcing the pupil to read faster
3. Have the pupils follow by pointing with markers as the teacher reads aloud to the group
4. Teach the pupil techniques of skimming and finding main points
5. Insist on the elimination of vocalizing in silent reading (inner speech, lip reading)
6. Train pupils to develop reading rates appropriate to different types of materials read
7. Use timed reading drills. The following procedures for "timed reading" have been found to be effective in helping the pupil to read more rapidly, in training him to remember what he has read, and in improving his sentence structure and spelling.
  - a. Select short, interesting materials. Mount on heavy cardboard as many different selections as there are pupils in the class who are reading at about the same level of reading difficulty. Number each card. Count the words. Prepare a short comprehension exercise on each selection. Type and paste the exercise on the back of the card. Prepare, if desired, a list of suggested answers. Type answer and place in a library book-pocket on the back of the card. Circulate the cards among the pupils in order, so that each pupil has an opportunity to use each card
  - b. Ask the pupils to keep charts of their progress in terms of rate of reading and degree of comprehension. Have the pupil prepare one chart for rate and one for comprehension<sup>15</sup>
  - c. Explain the purpose of the exercise and procedure to the pupil
  - d. Have the pupils prepare reports in this form:

|                                         |              |
|-----------------------------------------|--------------|
| Name .....                              | Date .....   |
| Class .....                             | Period ..... |
| Card Number .....                       |              |
| 1. I read ..... words in ..... minutes. |              |
| 2. My comprehension score was .....     |              |

- e. Distribute the numbered cards in order
- f. At the signal, "Ready, begin," have the pupils begin reading the selection

<sup>15</sup> An illustration of such charts will be found in *Teaching Reading in the Secondary School*, Bulletin of the California State Department of Education, Vol. XII, No. 3, March, 1943, p. 20.

- g. The teacher will write the time on the blackboard at the end of each quarter-minute, *i.e.*,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , . . .  $1\frac{1}{4}$ , . . . *etc.*
- h. When a pupil finishes reading, have him write on his paper the last figure written on the blackboard
- i. Instruct the pupil to do the exercises found on the back of the card from memory. If there are questions to be answered, the pupil may be required to write the answers in complete sentences. In this way, the pupil is given practice in writing good sentences, and in spelling words correctly
- j. When a pupil finishes the entire exercise, he may correct his own exercise, if desired, and then read in a library book
- k. When the teacher notes that all pupils have completed the exercise, he should correct the papers individually
- l. Each pupil should be required to study the spelling of commonly used words which he misses, and to correct sentence structure if he has made errors.

Some devices for the pupils to use which are helpful in improving comprehension of what is read are suggested below:

- 1. Getting the main idea in a paragraph and presenting the main idea in a sentence
- 2. Getting all ideas by answering specific questions
- 3. Getting ideas and rewriting them in one's own words
- 4. Supplying titles
- 5. Drawing inferences (Read, then answer question: "What conclusion do you draw?")
- 6. Following directions (for going, making, finding, *etc.*). Use a problem from a textbook and explain the solution step by step
- 7. Finding arguments for or against; finding cause and effect (the *why*, *how*, *what*)
- 8. Making or completing an outline
- 9. Reading simple diagrams, charts, and maps
- 10. Interpreting pictorial representation
- 11. Summarizing by sentences and outline
- 12. Listing details

#### SUGGESTED STEPS IN A READING LESSON

To provide for continuous development in reading commensurate with each pupil's level of maturity, emphasis must be placed upon improving reading instruction in both the elementary and secondary school. It is especially important that teachers of special reading classes or of retarded pupils

in secondary schools follow sound procedures in planning reading activities for their pupils. Many excellent suggestions may be found in the teacher's manuals and workbooks written to accompany readers for pupils of the primary and intermediate grades. These suggestions may be easily adapted to meet the needs of classes in the junior and senior high school. To assist teachers in planning adequately the important parts of a reading lesson, some important steps are described below.

#### *A. Preparing the Pupils for Reading the Lesson*

The teacher should help the pupils to build a background for understanding the concepts presented in the selection. Informal discussion based on the pupils' past experiences, pictures in the book or in the room, and other visual aids will prepare the pupils for the ideas found in the selection to be read. Such discussion also enables the pupils to become familiar with new words. As these words are used in the discussion, they may be written on the blackboard. In this manner, pupils associate particular meanings with the words.

In this preparatory step, specific purposes for reading the selection should be set up. This is in reality a "reading readiness period" during which a background for reading the story is established, unfamiliar words are presented, and definite purposes for reading are developed.

#### *B. Reading the Selection the First Time*

In the first reading of the selection, the pupil should be directed to read as rapidly as possible to find the answers to questions about which his curiosity was aroused in the preparatory period. For the slower-learning pupil, the questions should be written on the blackboard. The more capable pupil probably will be able to read purposefully if he is encouraged to think about such questions as the following: What is the author's purpose? What is he trying to tell me?

#### *C. Rereading a Selection*

After the first reading of a selection, the slow-learning pupil should be given an opportunity to discuss the main points before he rereads it for a specific purpose. It is often a good plan to have the slow learner who needs help in overcoming the mechanical difficulties of reading reread the story orally. There should always be a definite purpose for the rereading. It may be to prove a point, to describe a person, or to select the main idea.

After the oral reading and group discussion of the selection, the pupil may be directed to do related practice at his seat. The related practice exercises should be written on the blackboard or duplicated. These assignments may include exercises similar to those outlined in preceding sections for using

books, for improving vocabulary, or for improving comprehension. When the more able pupil has completed the first reading of a selection, he may be directed to reread the selection and do the related practice exercises before discussing the ideas gained in the first reading.

#### *D. Reading Short Stories or Library Books*

The above steps in preparing the pupil for reading a selection, reading the selection the first time, rereading the selection and doing the related practice exercises, are steps in the development of better reading habits through intensive study. The teacher should, however, use a variety of methods for building interest in reading and should encourage wide reading in many different fields.

Whenever the pupils complete the day's lesson, which should be short in the case of slow learners, they should be encouraged to read stories, magazines, or full-length books. In this way, pupils are helped to develop greater skill and interest in reading through both extensive and intensive reading.

#### *E. Planning the Pupils' Activities*

In order to follow the steps outlined above, the teacher will find it necessary to plan carefully each reading lesson. Frequently, several days will be required to complete one short selection.

The preparation for reading the selection and beginning to read it may take one period. Completing the first reading and group discussion with oral reading may be included in the assignment for the second period. During the third period, the pupil may do the related practice. In the fourth period, the pupil may discuss the related practice exercises with the teacher and then read stories, books, or magazines.

The above divisions for the study of a selection are suggested as one possible way of planning the steps in the study of a selection. Obviously, no set rule or pattern can be set up for dividing the time spent on each step in studying a selection. However, the basic steps in teaching a reading lesson should be carefully followed in any program of systematic instruction to improve the reading of the pupil assigned to special reading classes or classes for the retarded pupil.

#### **SUMMARY**

1. One of the objectives of classroom teachers is to provide continuous guidance in using the textbooks and references that pupils use in their classes. Practice lessons similar to ones suggested in this bulletin should be pre-

pared to assist pupils in learning how to use effectively the materials of instruction.

2. Effective instruction in vocabulary building contributes (a) to the pupil's understanding of what is read, (b) to growth in expressing ideas in both oral and written form, and (c) to an understanding of ideas presented orally.

3. In vocabulary building, the emphasis should be upon meaning. It is, however, essential that difficulties of mechanics be overcome. Exercises for improving word recognition and pronunciation and for developing a wider meaning vocabulary should be developed by teachers. Instruction in these two phases of vocabulary development will, obviously, be closely related.

4. Guidance in using the skills essential to understanding what is read and studied in different subject-matter fields is the responsibility of each teacher in the school. The suggestions in this bulletin for improving techniques for recognizing the main ideas, finding details, finding facts, relating subordinate details to main ideas, assembling information, drawing inferences and forming conclusions, remembering what is read, and following oral and written directions may be adapted to the needs of a particular class by any teacher.

5. Pupils should be guided in their reading of books, magazines, and newspapers so that they will develop a critical point of view toward what is read. Ability to form critical judgments of articles in newspapers, magazines, or books is especially necessary for the citizens in a democracy.

6. Pupils should understand the importance of their reading rate, and teachers of the various subject-matter fields should guide pupils in developing a rate of reading suitable to the type of material being read and the purpose for which it is read. Emphasis should always be upon comprehension.

7. Developing more effective study-reading skills is only one of the basic aims of reading instruction, and at no time should the emphasis upon skills be such that interest in reading is killed. Separate specific steps in a reading lesson are suggested. The alert teacher will use a variety of methods to create a desire to read and to develop wide reading interests as well as to develop the ability to use study-reading skills efficiently.

### PART III

## Materials of Instruction

#### INTRODUCTION

**S**INCE any list of books involves selection and rejection of materials, it inevitably reflects the personal bias of the person or group preparing it. Its utility is enhanced if the users know how the lists were prepared and what specific purpose they were designed to serve. The procedures which were followed in developing the original lists which were first published in May, 1947, are described briefly below.

Publishers of school books were notified that a study of materials in the fields of developmental and remedial reading was to be made. They were invited to submit books which they considered appropriate.

To the list of books thus submitted were added titles from the authorized textbook lists of several southern California school districts, including Los Angeles.

A third source of titles for the original list was the recommendations of the Committee which prepared this publication. Since all members of the Committee are experienced in the field of reading, they were able to submit a wide range of titles.

An extensive questionnaire was then prepared which dealt with the physical format of the books under consideration; with the quality, character, and difficulty of their content; and with the nature and validity of study aids and drill materials included. These questionnaires were filled out by members of the Committee and by a large number of competent teachers in addition to the Committee. A special effort was made to get responses from teachers who had actually used the books in their classrooms. A careful study of the returns on the questionnaires resulted in the elimination of many titles. Annotations were then prepared for those books which received widespread favorable reports.

The annotated list was next sent to a carefully selected group of some 150 teachers, administrators, supervisors, and research workers throughout California. Their responses (of which there were over a hundred) furnished valuable material for further revision in four directions:

1. Some titles were dropped because classroom experiences were reported to have shown serious weaknesses in the books
2. New titles were added on the basis of recommendations by people working in widely varying school situations
3. Some annotations were rewritten for greater clarity
4. The three-part classification was substituted for the original alphabetical listing

It is evident from the above description that the books in the original lists have survived careful scrutiny and widespread use. *This does not mean, however, that there are not other books of equal or superior value.* Scores of titles were rejected because newer books of the same type were available, because binding or other physical factors seemed inadequate, or because not enough reports were available for adequate judgment. In addition, the shortcomings of the compilers of the list must be taken into account. There are undoubtedly many excellent books of which they are unaware.

The third group, "Graded Reading List," is not as complete as its compilers would like it to be. The dividing line between reading material specially prepared for the classroom and genuine juvenile literature is an uncertain one at best, and an attempt to distinguish between "juvenile" and "adult" literature is difficult.

With the above-mentioned difficulties and the limitation of space in mind, an effort has been made to list only books which meet three criteria:

1. Their content must be more advanced than their vocabulary and sentence structure
2. They must have been used successfully with retarded and reluctant readers
3. They must be of acceptable literary quality.

Even within these limits, the list is merely suggestive.

The list of books included in this publication was revised in the fall of 1949. It contains most of the titles which appeared on the original list published in *Improving Reading Instruction*, a Bulletin of the California State Department of Education, May, 1947. However, some titles have been omitted from the list given below because, in the opinion of the Committee, newer books more adequately meet the needs of the program of instruction in reading.

In the preparation of the revised list, no attempt has been made to examine all materials available in the field. The new titles have been selected from books which have come to the attention of the Committee.

The best teacher, using the best methods in the most skillful way possible, cannot teach reading without books. Imperfect and incomplete though it is, this annotated list can be of value to teachers and other educators who are concerned with the problem of improving the reading of secondary-school



pupils. If it helps even a few teachers to start pupils on the road to profitable, enjoyable reading, it will have served its purpose.

#### BOOKS FOR READING INSTRUCTION

##### A. Textbooks for Classroom Use

The books in this section are those which are meant to be used in sets, with a copy available to each pupil. (Not all pupils, however, need to be given the same assignment.) Teachers will, in most cases, supplement the exercises in the books with others of their own devising so that specific individual needs can be met. In all cases, they will use drill books only to correct disabilities, to improve techniques, and to arouse interest in "real" books. The ultimate aim of such books is to make their use unnecessary.

1. Broening, Angela; Law, Frederick; Wilkinson, Mary S.; and Ziegler, Caroline L. *How to Use the Library* (Practice Exercises in the Use of the More Important Library Tools). New York: Noble and Noble, Inc. 1936, p. v + 72. This booklet constitutes a thorough but unimaginative outline of the elements of library organization and use. Its organization is concise and logical. The chapter headings indicate the contents: "The Carl Catalog;" "Dewey Decimal Classification;" "Title Page, Preface, Contents, List of Illustrations;" "Locating Material Through Use of a Table of Contents and Index;" "Dictionaries;" "The Atlas;" "Magazines for Pleasure and Information;" "Encyclopedias;" "Important Reference Books in Most Libraries;" "Dictionaries of Biography and History;" "Check List for Library Skills." As a reference book, this volume can be valuable both to students and teachers.

Center, Stella S., and Persons, Gladys L. READING AND THINKING series. New York: The Macmillan Co., 1940.

2. *Experiences in Reading and Thinking*. Pp. xii + 396.

3. *Practices in Reading and Thinking*. Pp. xiv + 474.

4. *Problems in Reading and Thinking*. Pp. xii + 658.

This series of three excellent books is designed to improve study-reading skills and to broaden reading interests through the presentation of material rarely found in textbooks. The volumes are probably best suited to pupils who are seriously interested in improving their reading skills and who are not too much retarded. The first book, *Experiences in Reading and Thinking*, is for eighth- and ninth-grade developmental use and for senior high-school remedial classes. Targets and guides precede each lesson, and exercises follow it. Unusually interesting materials which are used both to stimulate interest in reading and to improve the basic reading skills are found in the second book of this series. This book, *Practices in Reading and Thinking*, is recommended for ninth- and tenth-grade developmental work, or eleventh- and twelfth-grade remedial work. The third book of this series, *Problems in Reading and Thinking*, provides excellent training in the comprehension of the writer's purpose, the appraisal of ideas, and in basic skills for adult reading. Aids for the teacher, especially if the work-book is used, relieve the instructor of a great deal of the burden of teaching a



possibly unfamiliar course. The book is a collection of essays, informative and critical, dealing with literature, science, and aspects of contemporary life.

A teacher's manual, key, and pupil's workbook accompany all three texts of this series. Exercises and drills require individual thought, effort, and initiative. They cannot be done automatically. The emphasis on the development of the necessary reading skills, with the pupils aware of their purpose and their achievement, is excellent.

5. Gray, William S., and others. *Paths and Pathfinders*. Chicago: Scott, Foresman and Company. 1946. Pp. 526. This book was planned to be used in the developmental reading program of the seventh-grade level. It contains a variety of material—about 75 per cent modern and 25 per cent classical—organized around centers of interest. In the reader itself, there is a "Help Yourself" section which introduces the pupil to the story and, assists him in determining which characters are real and in understanding the difficult phrases. There is also a glossary, a key to the pronunciation of proper names, and a bibliography. The *Guidebook* contains lesson plans for developing basic reading skills and suggestions for wide reading and extending interests. A workbook, the *Think-and-Do-Book*, to accompany the seventh-grade reader, is available if desired.

6. Gray, William S., and others. *Wonder and Workers*. Scott, Foresman and Company, 1946. Pp. 542. This book was designed to be used at the eighth-grade level in a developmental reading program. It contains a variety of material—about 75 per cent modern and 25 per cent classical—organized around centers of interest. In the reader itself there is a "Help Yourself" section which introduces the pupil to the story, and assists him in determining which characters are real and in understanding difficult phrases. There is also a glossary, a key to the pronunciation of proper names, and a bibliography. The *Guidebook* contains lesson plans for developing basic reading skills and suggestions for wide reading and extending interests. A workbook, the *Think-and-Do-Book*, to accompany the eighth-grade reader, is available if desired.

7. Heffernan, Helen; Crenshaw, Miriam; and Merritt, Aline. *The Adventures of Canolles*. San Francisco: Harr Wagner Publishing Co. 1946. p. vi + 314. This interesting adventure story of life in early America near the end of the Revolutionary War appeals to pupils on the junior high-school level. The book, according to the publishers, is fourth-grade reading level but has a seventh- and eighth-grade interest level. *The Adventures of Canolles* is organized in the same manner as *Desert Treasure*. The first part of the book is the story; the second, "Life in the Young Republic," contains factual material about the people who lived in America at the time of Canolles. Study materials include questions to develop reading comprehension and exercises for vocabulary building.

8. Heffernan, Helen; Richards, Irmagarde; and Salisbury, Alice. *Desert Treasure*. San Francisco: Harr Wagner Publishing Co. 1939. Pp. x + 300. This book, which is easy to read, can be used in the development reading program or as a text in remedial classes, although it does not emphasize the remedial aspects of reading improvement. It has two distinct sections. The first con-

tains an exciting story of a lost gold mine, a faithful Chinese cook, and two adolescent boys. The second consists of short chapters descriptive of the California desert which is the locale of the story. Excellent study materials include questions, drills of various kinds, and vocabulary building exercises. It makes a valuable addition to a junior high-school teacher's equipment. It is one of the most popular books among pupils of all ability levels.

Henderson, Barbara; Garretson, Marian T., and Weber, Frederick F., *Editors*, THE SUNSHINE series. Syracuse: The L. W. Singer Co. 1946.

9. *The Blue Sky Book*. Pp. 472.

10. *The Firelight Book*. Pp. 440.

11. *The Sunshine Book*. Pp. 440.

These books contain prose and poetry selections arranged in units covering American life, other lands, animals and adventure, Bible stories, and stories of the land of make-believe. Seventh-, eighth-, and ninth-grade pupils respond to the contents and make-up of these volumes which were written for younger pupils. The subject matter is presented in a manner to maintain interest, while the vocabulary is graded for ease of reading without appearing juvenile. The illustrations, done in subdued colors, are numerous. Occasional full-page reproductions of famous paintings, with comment about the picture and artist, furnish a device for enrichment. The teaching devices contain lead paragraphs for prose selections, arrangements for solo and choral reading of poetry selections, and a glossary. Activity workbooks and a teacher's manual are available, but the books are very satisfactory when used without them.

Horn, Ernest M., and others. PROGRESS IN READING series. Boston: Ginn and Company. 1940.

12. *Following New Trails* by Ernest M. Horn, Ruth M. Moscrip, and Isabelle MacDonald Porter. Pp. 384.

13. *Making New Friends* by Ernest M. Horn and Grace M. Shields, Pp. 224.

14. *More Adventures* by Ernest M. Horn, Maude McBroom, and Kathryn Smith. Pp. 320.

15. *People and Places* by Ernest M. Horn, Maude McBroom, and Ruth Bishop. Pp. 270.

16. *Reaching Our Goals* by Ernest M. Horn, Bess Goodykoontz, and Mabel I. Snedaker. p. 448.

The PROGRESS IN READING series contains both fiction and informative selections. A wide range of subject matter contributes to the development of interest in reading, a problem which is basic in the junior high school. The volumes in this series have an attractive format, excellent illustrations, and sprightly subject matter. The drills and exercises are unobtrusive and usable. *Following New Trails* has the pattern of the three preceding books, but is more difficult. The four skills introduced in *People and Places* are further developed, as they are in *More Adventures*. Outstanding exercises are "Reading Arithmetic Problems," "Using an Index from a Geography," "Learning to Read a Road Map," and "Weather Forecasts." These provide greatly needed help in subjects other than English. More conventional drills and fiction are also provided. The informative

articles in *Making New Friends* deal with safety, transportation, and telling time. Most of the pictures, however, show youth of junior high-school age. This is an important consideration, since retarded pupils resent material which looks as if it belonged in the elementary school.

For those junior high-school pupils whose reading-grade placement is between the third and fifth grades, *More Adventures* is recommended. This book may be used both for practice of specific skills, such as alphabetizing and using an index, and as a supplementary or free-reading text. Exercises which are easily corrected are scattered among stories about jungle boys, elephants, poison ivy, and the like. The one exercise given for the development of each of several skills affords the teacher excellent suggestions for creating his own drill material as the need arises. The book is recommended for normal fifth- and sixth-grade pupils and for retarded junior high-school pupils of all three grades.

In the book, *People and Places*, concentrated training begins in four basic reading skills: (1) locating materials, (2) understanding, appraising, and selecting data, (3) organizing ideas into functional patterns, and (4) retaining and using what has been learned. The authors term these abilities location, comprehension, organization, and remembrance. Much of the content is correlated with other school subjects. The titles of some of the selections indicate this correlation: "How to Stop Nosebleed," "Our Friend the Toad," "Caring for Your Eyes," and "Learning to Read Arithmetic Problems." The vocabulary is of fourth-grade difficulty; the interest level is seventh or eighth grade.

*Reaching Our Goals* is a companion volume to *More Adventures*, but is for more advanced pupils. The illustrations and wide range of subject matter are an incentive to reading. It is especially valuable for its dictionary and index exercises and its materials on the reading and interpreting of graphs, charts, and maps. It has ample, well-developed material on outlining. The stories and articles are interesting, and they appeal to pupils. It may be used successfully in the junior high school.

17. Haviious, Carol, and Shearer, Elga M. *Wings for Reading*. Boston: D. C. Heath & Co. 1942. Pp. xiv + 460. This basic, remedial reading text has many exercises for the improvement of specific reading skills. Fifty pages are devoted to vocabulary development. Its reading matter is factual; there are units on aviation, the Federal government, and so forth. A teacher's manual contains many excellent suggestions for the busy teacher. The materials are spaced to allow time for the pupil to become familiar with one reading problem before he is introduced to another. The book helps pupils to develop independence in reading and in following directions and to become aware of words and their ways. Sixth- and seventh-grade classes needing development work can profit greatly by the use of this book.

Knolle, Dorothy Nell, and Others. ADVENTURES IN READING series. Philadelphia: The John C. Winston Co.

18. *Adventures in Reading. Discovery* by Dorothy Nell Knolle. 1946. Pp. viii + 502.

19. *Adventures in Reading. Exploration* by Dorothy Nell Knolle. 1947. Pp. viii + 566.

20. *Adventures in Reading. Treasures* by Dorothy Nell Knolle and Dora E. Palmer. 1948. Pp. vii + 630.

THE ADVENTURES IN READING series contains selections of all types—fiction, nonfiction, and poetry—the purpose of which is to prepare the pupil for all reading situations. The program is developmental for all readers, providing as it does for each pupil to work out problems which promote individual reading power and, then, to measure results in terms of his own best efforts. The skills sought in the three books of this series are: (1) maintain and further develop the skills introduced in the elementary reading program; (2) introduce, develop, and maintain specific reading skills for each grade level. According to the publishers, the vocabulary has been carefully checked against standard wordlists for the grade level of each book. Drills and tests are easy, usable, and directed to the pupil. Vocabulary work follows most of the selections, while short bibliographies, annotated to stimulate additional reading, are given for most of the units. An outline at the end of each book presents the developmental program for that book. It varies only in page listings.

In *Discovery*, the selections are grouped under the titles, "Our Animal Friends and Neighbors," "Everyday Adventures," "How to be a Book-Worm," "Wonders of Nature," "Mexico, the Old and the New," "Sports and Hobbies," "Stranger than Fiction," "Humor and Fantasy," and "The Growth of Customs."

*Exploration*, the second book of the series, is planned to acquaint pupils with distant lands of today and yesterday, with well-known people in various vocations, with favorite sports heroes, with the power of science in everyday living, with human and animal relationships, with the enduring humor of early America, and with the meaning of freedom in the world today.

In *Treasures*, the third of the series, the materials are grouped under four headings. In the stories of "What Would You Do?" characters, with problems to solve and adjustments to make, are presented. Through the experiences of these characters, pupils should come to the realization that life in the home, the community, the nation, and even the world can function for the best interests of each individual only if that individual is adjusted to the society in which he lives. In the group, "Take an Easy Chair," relaxation is the motif. These are humorous selections and tales of mystery and adventure. In "Winged Words," the selections describe ways and means of communication through the ages—from roots laid in the dim past to the present day when words move across the world with the swiftness of lightning. In the group, "Enduring Words," are contributions to literature by great authors whose works are commonly called classics, individuals should relive many of their own experiences and combine what they know with new concepts, thus extending their ways of thinking.

21. Mott, Carolyn, and Baisden, Leo B. *The Children's Book on How To Use Books and Libraries*. New York: Charles Scribner's Sons. 1937. Pp. 208. This book is both accurate and entertaining. The material usually contained in books on library usage is presented clearly, simply, and amusingly. Small colored line drawings not only enliven the pages but also serve as graphic teaching aids. Various types and sizes of print help to emphasize important points and to make

the organization of the book clear. The point is larger than is usual in hand-books.

*A Children's Library Lesson Book* is available to accompany this book, but it is not necessary to have it in order to use the textbook effectively. Questions and suggested activities are provided at the ends of chapters. The whole approach tends to make pupils feel that books and libraries are their friends. Even the Dewey Decimal System becomes interesting.

Orr, Ethel M., Holston, Evelyn T., and Center, Stella S. *READING TODAY* series. New York: Charles Scribner's Sons. 1947.

22. *Reading Today* Book I Pp. xii + 596.

23. *Reading Today* Book II Pp. xii + 628.

24. *Reading Today* Book III Pp. xvii + 654.

This is a series of three outstanding books for the development of reading skills, designed for use in grades seven, eight, and nine. *Book I* includes entertaining stories under such unit topics as, "Our Own Country," "One World," "Animals," "Great Men of Yesterday and Today." Discussion questions follow each story. At the conclusion of each unit is a valuable section devoted to short memory and comprehension tests. The matching and multiple-choice questions are particularly useful. A closing section is devoted to practical suggestions under the heading "How to Become a Better Reader."

*Book II* presents equally entertaining material on "Life in the Animal World," "Miracles of Science," "This Land of Ours," "World Neighbors," "Good Stories," "A Glimpse of Poetry," and "You Can Become a Better Reader." *Book III* includes unit topics, "The Wider World," "The American Scene," "Humor," "Adventures in Work," "With the Poets," "In the Animal World," "Short Stories," "Portraits of Men and Women," and "Getting the Most From Your Reading." Here, also, discussion questions, memory matching tests, vocabulary studies, varied in form, provide valuable study material for each unit. Because of the interesting content of these books, they should be useful for remedial groups in senior high school as well as for the grades for which they were prepared.

Roberts, Holland, and Others. *LET'S READ STORIES*. New York: Henry Holt

25. *Reading for Experience* by Holland Roberts, Helen Rand, and Emma Lundgren. 1941. Pp. xvi + 512. (The Steel Blue Book—I).

26. *Growing Up in Reading* by Holland Roberts, Helen Rand, George Murphy, and Nellie Appy. 1939. Pp. xiv + 536 (the Gold Book—II).

27. *Reading for Life* by Holland Roberts and Helen Rand. 1937. Pp. xx + 600 (The Silver Book—III).

28. *Reading for Work and College* by Holland Roberts, Helen Rand, and Lauriston Tardy. 1940. Pp. xx + 630. (The Bronze Book—IV).

For enjoyment and stimulation of interest, these books are excellent in most respects. They can be used with true remedial cases with pupils of low ability and with normal pupils. The stories and articles appeal to all of them, for the ideas are not too abstract to hold their interest. The vocabulary is excellent; the exercises are short and challenging. It must be said, however, that the literary quality of the selections is not very high. The volumes may be used as

self-improvement aids in ordinary heterogeneously grouped classes. The charts of basic reading skills, with numbers indicating selected references to pages in the book, make it possible for the intelligent pupil to locate for himself those lessons which will help him to correct his individual weaknesses. In developmental work, the first volume may be used as early as the fifth grade. The rest of the series is of increasing difficulty, extending through the twelfth grade. In remedial work, the books are, of course, used on grade levels two or three years higher than in normal classes. The selections, for the most part taken from magazines, are both fiction and nonfiction. The number of words in each is given at the end as an aid in speed drills. Discussion questions and drill materials are included—the latter devised to prevent mechanical responses.

### B. Books for Teachers

There are some books to which teachers turn for ideas and for sources of teaching material. A small group of such books is presented here. The alert teacher will find other similar books in the library. Professional journals carry articles which add to the information found in such books.

1. Boyd, Jessie; Baisden, Leo B.; Mott, Carolyn; and Memmler, Gertrude. *Books, Libraries, and You. A Handbook on the Use of Reference Books and the Reference Resources of the Library.* New York: Chas. Scribner's Sons. 1941. Pp. viii + 144. High-school pupils will find this remarkably well-organized handbook a very valuable guide to the most complete use of library facilities. The book's four sections deal with: "Using the Library as a Study Asset in Research Work, Reports, and Term Papers," "The Reference Resources of the Library," "Books and Their Arrangement in Libraries," and "The Public Library." Boxed paragraph headings, italics, heavy type, and illustrations make it easy to find specific information. Outstandingly useful are the discussions on the preparation of reports (Section 1) and on encyclopedias and other reference works (Section 2).
2. Carpenter, Helen McCracken. *Gateways to American History. An Annotated Graded List of Books for Slow Learners in Junior High School.* New York. The H. W. Wilson Co. 1942. Pp. 256. Some two hundred books, selected from the six thousand examined, are presented here in organized, annotated form. The harassed history teacher can get help from the titles which appeal to pupils who cannot understand most of the textbooks which are put before them. The books are classified by historical period (The Civil War, A Century of Development) and by topic (Indians, Communication). The annotations are remarkable in form and content. Each consists of three parts. *First* comes a synopsis of the content of the book. *Then* its appeal is classified ("Mainly for young, unsophisticated girls." "Even the slowest readers will enjoy parts.") *Finally*, there is a technical analysis of the book's grade level, style and approach to its subject, and physical format. It is difficult to convey in a brief note the high quality of this very valuable teacher's aid.
3. Radke, Frieda. *Living Words.* New York: The Odyssey Press, Inc. 1940. Pp. xvi + 70. Even our most intelligent pupils usually have very limited vocabularies. They overwork and misuse the words which they do not know.

This book is written for those pupils whose vocabularies need enrichment. Several types of approaches are used. The units on word derivations, roots, prefixes, and suffixes are unusually well developed. The illustrative material is lively, to the point, and comprehensible, without being childish. Figurative language is treated clearly and unsentimentally. Pupils see that similes and metaphors are not limited to poetry, but that they can enrich ordinary speech and writing. Grammar is presented wholly from the point of view of usage, with the reader's interest in radio broadcasting being cleverly utilized.

An unusual and valuable chapter is called "A Service Vocabulary." It deals with the specialized vocabularies needed in school life, social science, mathematics, business, music, and other fields. The problem of the choice of words in writing both prose and poetry is well presented; many of the illustrations are taken from student compositions and poems English teachers in all the secondary-school grades can find in this book much valuable material to aid in them in teaching the use and the fascination of words.

4. Strang, Ruth; Checkovitz, Alice; Gilbert, Christine; and Scoggin, Margaret. *Gateways to Readable Books: An Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult*. New York: The H. W. Wilson Co. 1944. Pp. 104. While the title of this book indicates its nature, it does not give an idea of how well the work has been done. Classification by subject is meticulous; the thirty-three categories range from "Adventure" through "Music and Art" to "World War II." The annotations are brief and sprightly. A code number indicates the approximate degree of popularity of a book, as well as the estimated grade level of reading difficulty. Instructions for use of the book, a list of reading texts for teacher use, a list of newspapers and magazines suitable for classroom use, a directory of publishers, one index by authors and another by titles—all help to make the book highly useful to the busy classroom teacher. This is an almost indispensable volume.

#### GRADED READING LIST

The books presented in this graded reading list have been chosen because experience has shown that they appeal to retarded readers in the junior and senior high school. Some have a mature content combined with an easy vocabulary and sentence structure; the attraction of others comes from their beautiful illustrations; still others deal with subjects of such great interest to adolescents that the desire to read them is stronger than is habitual antipathy toward reading.

The almost complete absence of fiction (except on the very elementary level of the "picture books," in which the text is unimportant) is notable. There are two reasons for this. *First*, a really adequate survey of the field of juvenile literature for the purpose of selecting books which appeal to poor readers would be a colossal task, especially if a scientific attempt were made to assess vocabulary difficulty and other factors determining difficulty. *Second*, in no other field of reading does personal bias play so large a part in deter-



mining a reader's reaction to a book. Two books may be alike on the basis of an objective statement of degree of difficulty, yet one will be avidly read by poor readers who reject the other. This is true among adult readers; it is strikingly so among immature, poorly adjusted adolescents.

This list is divided into three sections. The *first* consists of what may be called "semitextbooks." These books are written for classroom use. Many of them have study aids such as questions, glossary, *etc.* They differ from ordinary English textbooks in containing very carefully chosen or prepared material for their special class of users. The emphasis of the content is on interest, ease of comprehension, and relative maturity. Some of these books come near the category of fiction; several are simplifications of classics. They are not, however, books which can be found on the fiction shelves of the library. In this list are included some of the most valuable of the books for retarded readers.

*Second* is a group of books in which illustrations are so interesting or beautiful that they lure the pupil to read the text. Even nonreaders can get pleasure from such books. Book haters of long standing often find their attitudes softening when they look at pictures which are instructive, amusing, or exciting. Since the *desire* to read must be created before reading can be taught successfully, all available materials and methods which may stimulate that desire should be used. Books which are beautiful to look at are high among such materials.

The *third* group of books contains titles dealing with the social studies, music, and science. There are not as yet enough such books to meet the need, but an encouraging increase is evident.

Obviously there is overlapping; illustrated books often deal with art or social studies. Still more obvious, the list is far from complete. It is hoped that this list will encourage teachers to find books for other, more complete lists of their own. The books are alphabetized by title instead of by author because teachers and pupils are more often familiar with the name of a book than they are with its writer.

#### A. "Semi-Textbooks," for Pleasure Reading

1. *Adventure Bound* by Chester L. Persing and Bernice E. Leary. (THE DISCOVERY series.) New York: Harcourt, Brace and Co., Inc. 1941. Pp. xii + 354. A collection of short, biographical sketches of people who have met excitement in the air-mail service, radio, exploration, and pioneering. At the end of the book there are introductory materials and questions. The vocabulary is of sixth or seventh-grade level; the content is suitable for the ninth grade.



2. *After the Sun Sets* by Miriam Blanton Huber et al. (The Wonder-Story Books, READING FOUNDATION series.) Evanston, Ill.: Row, Peterson and Co. 1938. Pp. 304. Fairy tales are told in which a third-grade vocabulary is used. Brightly colored illustrations make the book attractive. Few of the stories seem to be familiar to retarded readers in the seventh grade.
3. *Best Short Stories* by Carol Ryrie Brink. FOURTH series. Evanston, Ill.: Row, Peterson and Co. 1938. Pp. 512. Most of the stories in this collection are about boys and girls of junior high-school age. The authors are contemporary. The stories appeal to average and slightly retarded seventh- and eighth-grade pupils. This is the best-known in an annual series. The stories are arranged in order of increasing difficulty.
4. *Black Buccaneer, The*, by Stephen W. Meader. New York: Harcourt, Brace and Co., Inc. 1920. Pp. x + 282. The title describes this story, which has seventh-grade vocabulary difficulty and tenth-grade reader interest.
5. *Book of Legends, A*, by Jeremy Ingalls. (THE DISCOVERY series.) New York: Harcourt, Brace and Co., Inc. 1941. Pp. x + 354. This is perhaps the most interesting of THE DISCOVERY series. It appeals to seventh- and twelfth-grade pupils alike by its tales of the Trojan Wars, of the search for the Holy Grail, of Odysseus, Prometheus, Theseus, Nimrod, Akhenaten, Buddha, Cuchulainn, Deirdre, Beowulf, Siegfried, Tu Fu the Unlucky, Quetzalcoatl, and Roland. Modern English of high quality manage somehow to retain the flavor of the original legends. Few versions of these famous stories are so well done.
6. *Boxcar Children, The*, by Gertrude Chandler Warner. Chicago: Scott, Foresman and Co. 1942. Pp. 156. Retarded junior high-school pupils are enthusiastic about this book, which combines a vocabulary of only six hundred words with a story which appeals to adolescents. Sentence structure and general approach as well as vocabulary make this story of four runaway orphans easy to read. The plot inspires the most reluctant of readers to try his best to "see how it turns out." *Surprise Island*, a continuation of the adventures of the characters in *The Boxcar Children*, is also most interesting.
7. *Buffalo Bill* by Frank L. Beals. (THE AMERICAN ADVENTURE series.) Chicago: Wheeler Publishing Co. 1943. Pp. 252. The value of the books in this series (*Chief Black Hawk*, *Daniel Boone*, *Davy Crockett*, *John Paul Jones*, *Kit Carson*, *The Rush for Gold*, and *Squanto and the Pilgrims* are the others) lies in the fact that seventh- and eighth-grade pupils enjoy them vastly. Thrilling chapters in the history of our country are written with interest and suspense. The quality of paper is poor. Unusually large type attracts poor readers. Each chapter ends with questions that can be answered at some length. Pupils who read one of the books almost invariably ask for the others.
8. *Cases of Sherlock Holmes* by Sir Arthur Conan Doyle. (Adapted by William Kottmeyer. THE EVERYREADER series.) St. Louis: Webster Publishing Co. 1947. Pp. 118. This book, as well as others of the same series, provides fascinating entertainment for the poor reader. *Cases of Sherlock Holmes* contains "The Adventure of the Speckled Band," "The Red-Headed League," "The

Adventure of the Six Napoleons," and "The Adventure of the Empty House." Also included is a short biography of Conan Doyle. Senior high-school pupils with reading-grade placements as low as fourth- and fifth-grade levels enjoy these tales. Of equal appeal to the poor reader are other titles of the same series, such as *Ben Hur*, *The Count of Monte Cristo*, *The Gold Bug and Other Stories*, *The Flamingo Feather*, *Ivanhoe*, *Juarez*, *Men of Iron*, *Simon Bolivar*, and *A Tale of Two Cities*.

9. *Champions* by Chester L. Persing and Bernice E. Leary. (THE DISCOVERY series.) New York: Harcourt, Brace and Co., Inc. 1941. Pp. 300. The content of *Champions*, which appeals to eleventh-grade readers but is ninth grade or below in difficulty, consists of stories of the early years of the lives of contemporary famous people. Among them are Helen Hayes, Eddie Cantor, Mary Roberts Rinehart, Dr. Victor Ditmars, and Lincoln Steffens. Further readings are suggested.
10. *Engine Whistles* by Mabel O'Donnell. (The Alice and Jerry Books, READING FOUNDATION series.) Evanston, Ill.: Row, Peterson and Co. 1942. Pp. 384. The period between 1879 and the present provides the background for this charming fifth reader. The numerous colored illustrations are a delight both to the youth and the adult. The description of an expanding America is woven skillfully into the story of Tom and the Hastings family. Junior high-school pupils read the book with great interest, wholly unaware that it is of fifth-grade level. A glossary is the only study aid provided. The book has little of the appearance of a text.
11. *Fifty Famous Stories Retold* by James Baldwin. New York: American Book Co. 1928. Pp. 172. The stories in this volume have stood the test of time so well that a knowledge of them is an important part of everyone's education.
12. *Jane Eyre* by Charlotte Bronte. (Adapted by Lou B. Bunce; edited by Grace A. Benscoter. CEBCO CLASSICS FOR ENJOYMENT series.) New York: College Entrance Book Co. (Laidlaw). 1947. Pp. xii + 308. A skillfully adapted story that holds strong appeal to girls. Senior high-school pupils of sixth and seventh reading-grade placement find enjoyment in this book. Equally popular with boys are the adaptations of this series: *Les Miserables*, *A Tale of Two Cities*, *In Sunshine and Shadow*, and *Oliver Twist*.
13. *Lorna Doone* by Richard Blackmore. (Adapted by Rachel Jordan, A. O. Berglund, and Carleton Washburn.) Chicago: Scott, Foresman and Co. 1938. Pp. vi + 213. This excellent simplification of a fine story is beloved even by those junior high-school pupils who profess a hatred of reading. Woodcuts showing bloody sword play and a hanging help to "sell" the book to reluctant, retarded, readers. Adolescents with reading-grade placements as low as the fourth grade enjoy this book.
14. *Moby Dick* by Herman Melville. (Adapted by Verne B. Brown.) Chicago: Scott, Foresman and Co. 1948. Pp. 310. None of the feverish excitement of the long chase after the elusive White Whale has been lost in this adaptation of Melville's famous tale. A ninth-grade student with fifth-grade reading skills will enjoy it with ease, while those with better skills will read it without apol-

ogy. The less familiar terms are explained in brief footnotes. Frequent illustrations add flavor to the unmatched account of old-time whaling, with the ship and its voyage pictured on the end sheets.

15. *New Horizons* by H. Augustus Miller and Bernice Leary. (THE DISCOVERY series.) New York: Harcourt, Brace and Co., Inc. 1940. Pp. 330. This book contains incidents from the lives of Richard Halliburton, Charles Lindburgh, Sir Ernest Shackleton, Sir Wilfred Grenfell, William Beebe, and others. The content appeals to tenth-grade pupils, but the reading difficulty ranges from fourth to ninth grade. Teachers who have used it are enthusiastic about it.
16. *New If I Were Going, The*, by Mabel O'Donnell. Evanston, Ill.: Row, Peterson and Co. 1948. Pp. 346. This is a book of third-grade level which very poor readers in the seventh grade can use with pleasure and profit.
17. *Quest* by Max J. Herzberg, Merrill P. Paine, and Austin M. Works. (FOR BETTER READING series.) Boston: Houghton Mifflin Co. 1940. Pp. 520. This volume, with its companions, *Ventures* and *Rewards*, is very good for developmental reading in junior high school. The stories are varied and the study aids skillfully prepared. Both students and teachers like these books.
18. *Rewards* by Max J. Herzberg, Merrill P. Paine, and Austin M. Works. (FOR BETTER READING series.) Boston: Houghton Mifflin Co., 1940. Pp. 524. See notation on *Quest*. Photographic illustrations are excellent.
19. *Robinson Crusoe Written Anew for Children* by James Baldwin (With Apologies to Daniel Defoe). New York: American Book Co. 1905. Although this adaptation is now forty-four years old, it still deserves a place among the successful attempts to bring part of our cultural heritage to pupils who cannot read well. While the vocabulary is perhaps not so scientifically chosen as is that in some newer books of the same nature, it still is simple enough for retarded junior high-school pupils. Short sentences and chapters; clear, large type; and numerous small illustrations combine with the magic of the story to make a book for the delight of the slow reader. The drab cover is unfortunate, but the content is ample compensation.
20. *Runaway Home* by Elizabeth Coatsworth and Mabel O'Donnell. (The Alice and Jerry Books, READING FOUNDATION series.) Evanston, Ill.: Row, Peterson and Co. 1942. Pp. 384. This delightful account of a journey by trailer from New England to the Pacific Coast is illustrated by photographs and by colored drawings. The book is a six-grade reader, but its story appeals to ninth-grade pupils. A good narrative, simple vocabulary, and most attractive format make it a book to have on the shelves of a junior high-school English class, especially if the pupils are somewhat retarded in their reading. The correlation with social studies is outstanding. There are no drills or exercises; the book is to be read for pleasure and information.
21. *Silas Marner, an Adaptation* by Ettie Lee, New York: The Macmillan Co. 1928. Pp. 120. This absorbing story of the influence of a child upon a man's life holds the attention of its readers, regardless of age and reading ability. The vocabulary, sentence structure, and paragraphing make for easy reading

for pupils of fourth-grade ability. This is one of the early and highly successful simplifications of great literature.

22. *Singing Wheels* by Mabel O'Donnell. (The Alice and Jerry Books, READING FOUNDATION series.) Evanston, Ill.: Row, Peterson and Co. 1940. Pp. 384. This is the fourth reader of the "Alice and Jerry" series. Colored illustrations of scenes from the book and drawings of clothing, furniture, and machinery of the period it covers (the early nineteenth century) help to make the book attractive. *Singing Wheels*, *Engine Whistles*, and *Runaway Home* form a series of stories about the settlement and expansion of the United States. The plot holds the interest of seventh- and eighth-grade pupils who are somewhat retarded in reading. It is a valuable book to save either as a set or as part of a junior high-school classroom library.
23. *Six Great Stories* edited by Gertrude Moderow, Mary Yost Sandrus, Josephine Mitchell, and Ernest C. Noyes. Chicago: Scott, Foresman and Co. 1937. Pp. 534. This is one of the best attempts thus far published to adapt mature materials to the comprehension level of retarded readers. Simplified versions of the following famous classic compose the book: *Treasure Island*; *The Legend of Sleepy Hollow*; *Rip Van Winkle*; *As You Like It*; *Gareth and Lynette*; and *The Golden Touch*. The vocabulary and sentence structure are simple enough for readers at the fourth-grade level. The subject matter appeals to pupils from the seventh to the twelfth grades. Pupils who are discouraged by reading failure and bored by "easy" reading delight in this book. Every secondary English teacher who is to help retarded readers can profit greatly from having a set of *Six Great Stories* to implement the reading program.
24. *Smiling Hill Farm* by Miriam E. Mason. Boston: Ginn and Co. 1937. Pp. viii + 312. A very popular account of a pioneer family whose descendants reach the twentieth century before the end of the book. Seventh-grade readers enjoy it greatly; its vocabulary difficulty is of about fifth-grade level.
25. *Stories from the Old Testament* by Maud and Miska Petersham. Philadelphia: The John C. Winston Co. 1938. Pp. 128. The simple language, large print, and beautiful illustrations which characterize all the Petersham books appear here in reverent retelling of the famous Bible narratives. Pupils ask to take the book home to their parents, who read the book to learn about the Bible. This is suitable for fourth-grade readers.
26. *Story of Treasure Island, The*, by Robert Louis Stevenson. (Adapted by Frank L. Beals and Bernadine Bailey. FAMOUS STORY series.) Chicago: Benjamin H. Sanborn and Co. 1947. Pp. 108. This simplified version of the Stevenson classic is extremely popular with the retarded reader. Each chapter ends with questions for discussion. A section containing a word list and definition is included. Of equal popularity in the FAMOUS STORY series are the titles, *The Story of Robinson Crusoe*, *The Story of Gulliver's Travels*, and *The Story of the Three Musketeers*.
27. *Tales of the Tepee* by Edward Everett Dale. Boston: D. C. Heath and Co. 1920. Pp. vi + 120. This old, unattractive volume is somehow popular with slow readers. This is probably because it describes Indian life which, by its

simplicity, appeals to adolescents who must struggle with a complex environment.

28. *T-Model Tommy* by Stephen W. Meader. (THE DISCOVERY series.) New York: Harcourt, Brace and Co., Inc. 1940. Pp. x + 312. This story recounts, in simple colloquial language, the adventures of a high-school youth and his Ford. Boys enjoy it.
29. *Tom Sawyer* by Mark Twain. (Adapted by Albert O. Berglund.) Chicago: Scott, Foresman and Co. 1949. Pp. 324. With illustrations having the appeal of the beloved comic strip, this adaptation of Tom Sawyer delights the pupil who wants a lively story of a real American boy which he can read without having to slow down on the words. The vocabulary and sentence structure have been reduced to the equivalent of third to fourth grade for the benefit of the junior high-school pupils who need to develop reading interests. The enlarged print is an encouraging factor for pupils who need motivation.
30. *Ventures* by Max Herzberg, Merrill Paine, and Austin Works. Boston: Houghton Mifflin Co. 1940. Pp. 478. See note on *Quest*.
31. *Victor Hugo's Les Miserables, an Adaptation*, by Ettie Lee. New York: Boni and Liveright. 1924. Pp. viii + 96. One of the world's great stories is condensed and simplified for the pupil whose reading ability is only at third- or fourth-grade level, but whose emotional and social maturity is that of an adolescent. The absorption with which thousands of "reluctant readers" have poured over this slender volume testifies to the success of the editor in catching the spirit of the work and in putting it into simple forms. Few books have survived the flood of new materials; this one remains as good as ever.
32. *When Washington Danced: A Tale of the American Revolution* by Clarence Stratton. (Adapted by Gertrude Moderow.) Chicago: Scott, Foresman and Co. 1938. Pp. viii + 336. This volume is one of several containing simplified versions of mature stories which Scott, Foresman and Company have published. It is difficult for poor readers to understand, despite its easy vocabulary, because its plot is involved and because the theme is that of divided loyalties—a difficult concept. Nevertheless, it is a useful addition to the field of easy, but not childish, books which junior high-school pupils whose reading is retarded need.

#### B. Books with Numerous Illustrations

1. *Abraham Lincoln* by James Daugherty. New York: The Viking Press, Inc. 1943. Pp. 216. Two-tone illustrations. The text is about sixth-grade level.
2. *Abraham Lincoln* by Ingri and Edgar Parin D'Aulaire. New York: Doubleday, Doran and Co. 1939. (The Junior Literary Guild Corporation.) Pp. 56. Illustrated in colors and black-and-white, with humor sometimes verging on caricature. All the famous Lincoln stories.
3. *Benjamin Franklin* by James Daugherty. New York: The Viking Press, Inc. 1941. Pp. 158. Two-tone pictures. Text about sixth-grade level.
4. *Blue Butterfly Goes to South America, The*, by Ruth H. Hutchinson. Chicago: Albert Whitman and Co. 1940. Pp. 112. Illustrated story of travel to Argentina. About sixth-grade level.

5. *Children of the Fiery Mountain* by Marian Cannon. New York: E. P. Dutton and Co., Inc., and Junior Literary Guild. 1940. Pp. 96. Colored and black-and-white pictures of Guatemala. Easy reading.
6. *Children of the Northlights* by Ingri and Edgar Parin D'Aulaire. New York: The Viking Press, Inc. 1935. Pp. 40. Very attractive pictures in color. Little text; very easy.
7. *Conch Shell for Molly, A*, by Lucille Wallower. Philadelphia: David McKay Co., and Junior Literary Guild. 1940. Pp. 62. Colored pictures. A trip down a Pennsylvania canal in 1885.
8. *Daniel Boone* by James Daugherty. New York: The Viking Press, Inc., and Junior Literary Guild. 1939. Pp. 96. Two-tone illustrations. Text of about sixth-grade difficulty.
9. *Down, Down the Mountain* by Ellis Credle. New York: Thomas Nelson and Sons. 1934. Pp. 48. Brown and blue illustrations. The Blue Ridge Mountains.
10. *Forest Pool, The*, by Laura Adams Armer. New York: Longmans, Green and Co., Inc. 1938. Pp. 40. Charming illustrations in the Diego Rivera manner; easy text. Mexico.
11. *George Washington* by Ingri and Edgar Parin D'Aulaire. New York: Doubleday, Doran and Co. 1936. Pp. 56. Lithographs in five colors. All the traditional Washington stories.
12. *Giotta Tended the Sheep* by Sibyl Deucher and Opal Wheeler. New York: E. P. Dutton and Co., Inc. 1938. Pp. 96. Two-tone pictures and a reproduction of a Giotta Carving. About fourth grade in difficulty.
13. *Hide and Go Seek* by Dorothy P. Lathrop. New York: The Macmillan Co. 1938. Pp. 4. Black drawings of squirrels and frogs. A simple story. Drawings carefully done.
14. *In My Mother's House* by Ann Nolan Clark. New York: The Viking Press, Inc., and Junior Literary Guild. 1941. Pp. 56. Colored pictures, accompanied by very easy verses describing home life among New Mexico Indians.
15. *Kongo the Elephant* by E. Cadwallader Smith. New York: Alfred A. Knopf, Inc. 1939. Pp. 78. The story is told in the first person by a baby elephant. Colored illustrations.
16. *Leif the Lucky* by Ingri and Edgar Parin O'Aulaire, Garden City, New York: Doubleday, Doran and Co., Inc. 1941. Pp. 56. The colored pictures far exceed the simple text in amount.
17. *Little Boy Lost in Brazil*, by Kurt Wiese. New York: Dodd, Mead and Co., Inc. 1942. Pp. 56, unnumbered. Colored pictures, very easy text. A most attractive book.
18. *Manuela's Birthday in Old Mexico* by Laura Bannon. Chicago: Albert Whitman and Co., and Junior Literary Guild. 1939. Pp. 48. Very easy. Colored pictures.
19. *Mei-Li* by Thomas Handforth. New York: Doubleday, Doran and Co., Inc., and Junior Literary Guild. 1938. Pp. 52. Very easy text and unusually good black-and-white illustrations of Chinese life.

20. *Mexico and the Inca Lands* by Rafaello Busoni. New York: Holiday House, Inc. 1942. Pp. 28. Colored pictures. Vocabulary more difficult than in most picture books.
21. *Millet Tilled the Soil* by Sibyl Deucher and Opal Wheeler. New York: E. P. Dutton and Co., Inc., 1939. Pp. 96. Sepia and two-tone illustrations, including several reproductions of Millet's work. Vocabulary about fourth-grade level.
22. *Mister Ole* by Richard Bennett. New York: Doubleday, Doran and Co., Inc., 1940. Pp. 64. Colored pictures. Pioneers.
23. *One Day with Manu* by Armstrong Sperry. Philadelphia: The John C. Winston Co. 1933. Pp. 64, unnumbered. Very little text. Unusually attractive pictures of an island in the South Pacific.
24. *Perez and Martina: A Porto Rican Folk Tale* by Pura Belpré. New York: Frederick Warne and Co., Inc. 1932. Pp. 80. Very easy. Colored pictures. Cat, mice, etc., dressed like people.
25. *Peter Penguin* by Alice Vaught Davis. Hollywood: George Palmer Putnam, Inc. 1939. Pp. 32. Colored pictures. A real penguin works as a model in a toy shop.
26. *Presents for Lupe* by Dorothy P. Lathrop. New York: The Macmillan Co. 1940. Pp. 40. Colors. Unusually detailed and lovely pictures of a squirrel.
27. *Runaway Balboa* by Enid Johnson. New York: Harper and Bros. 1938. Pp. 42. Colored pictures. Balboa is an engine, digging the Panama Canal.
28. *Sinfi and the Little Gypsy Goat* by Chesley Kahmann. New York: Random House, Inc. 1940. Pp. vi + 70. Colored illustrations; gypsy life. Easy text.
29. *Story of Alaska, The*, by Clara Lambert, New York: Harper and Bros. 1940. Pp. 40. Colored illustrations.
30. *Story of New England, The*, by Marshall McClintock. New York: Harper and Bros., 1941. Pp. 40. Colors and black. History, economics, and social life in wonderful pictures: Pilgrims, clipper ships, whaling, farming, etc.
31. *Story of Pancho and the Bull with the Crooked Tail, The*, by Berta and Elmer Hader. New York: The Macmillan Co. 1942. Pp. 56. Colored pictures. Very easy and charming. Not much text.
32. *Story of the Mississippi, The*, by Marshall McClintock. New York: Harper and Bros. 1941. Pp. 40. Colors and black. Remarkable pictures covering history, social life, and economics; floods, cotton, "old South," Negro baptisms, etc.
33. *Sun and the Wind and Mr. Todd, The*, by Eleanor Estes and Louis Slobodkin. New York: Harcourt, Brace and Co., Inc., 1943. Pp. 96. Sepia pictures. A charming modern version of Aesop's fable.
34. *Thomas Retires* by Margaret Van Doren. New York: The Viking Press, Inc. 1939. Pp. 36. Colored pictures and a delightful story about a milk-wagon horse and two Victorian ladies.
35. *Tito, the Pig of Guatemala*, by Charlotte Jackson. New York: Dodd, Mead and Co., Inc. 1940. Pp. vi + 74. Easy. In colors.



## C. Books for Special Fields

## (1) Social Studies

1. *America's ABC, An*, by Maud and Miska Petersham. New York: The Macmillan Co. 1941. Pp. 50. A real, illustrated alphabet, with explanation based on American history. About fourth-grade level.
2. *America's Oil* by Russell W. Cumley. Edited by Helen M. Strong. (Basic Social Education Series.) Evanston, Illinois: Row, Peterson and Co. 1942. Pp. 48. This is one title of some thirty in the series, written by different authors. These "Unitexts" are pamphlets ranging in length from thirty-six to sixty pages. All are well and attractively illustrated; many in color; others in black-and-white. Vocabulary levels are intermediate and junior high school.

Other titles concerned with natural resources are *America's Minerals*, *Our Inland Seas*, *The Great Lakes*, and *Buried Sunlight*.

Titles relating to government are *Story of Democracy*, *Youth Under Dictators*, and *State Government*.

Concerned with most modern types of transportation are these titles: *On the Airways*, *Wonderful Wings*, and *The Motor Car*.

Titles connoting historical significance are *Oshkee of Sunshine Water*, *Buffalo Caller*, *New Amsterdam Colonial Days*, *New England Colonial Days*, *Southern Colonial Days*, *Prairie Children*, *On the Oregon Trail*, and *Down the Santa Fe Trail*.

Concerning economics and business are the following pamphlets: *A Primer of Economics*, *From Barter to Money*, *Trade and Commerce*, *The Wise Consumer*, *Money and Banks*, and *Planning Cities*. There are also other excellent pamphlets about other areas in this series.

3. *Beginnings of the American People and Nation, The*, by Mary G. Kelty. Boston: Ginn and Co. 1937. Pp. x + 571. A standard history, but with a basic vocabulary within the first 1500 words of Thorndike Word List plus 526 added words.
4. *Bolivia in Story and Pictures* by Bernadine Bailey. (Pictured geography.) Chicago: Albert Whitman and Co., 1942. Pp. 28. Colored and black pictures. Little text; very easy.
5. *Brazil in Story and Pictures* by Marguerite Henry. Chicago: Albert Whitman and Co. 1941. Pp. 28. See above.
6. *Buffalo Bill*, by Frank L. Beals. (THE AMERICAN ADVENTURE series.) Chicago: Wheeler Publishing Co. 1941. Pp. 252. Extremely interesting. Attracts poor readers. Appeals to junior high-school pupils.
7. *Chief Black Hawk* by Frank L. Beals (THE AMERICAN ADVENTURE series.) Chicago: Wheeler Publishing Co. 1943. Pp. 252. Very interesting. Enjoyed by junior high-school pupils of varying ability levels.
8. *Costa Rica in Story and Pictures* by Lois Donaldson. Chicago: Albert Whitman and Co. 1943. Pp. 28. See *Bolivia in Story and Pictures*. See *Bolivia*.
9. *Daniel Boone* by Edna McGuire. (THE AMERICAN ADVENTURE series.) Chicago: Wheeler Publishing Co. 1945. Pp. 252. Reading grade placement on a fourth- or fifth-grade level. Of interest to older boys and girls.



10. *Davy Crockett* by Frank L. Beals. (THE AMERICAN ADVENTURE series.) Chicago: Wheeler Publishing Co. 1941. Pp. 254. Thrilling chapter in American history. Easy reading.
11. *Democracy* by Ryllis and Omar Goslin. New York: Harcourt, Brace and Co., Inc. 1940. Pp. 59. Easy, timely, and thought-provoking. Excellent format. For pupils who cannot profit from the usual civics books.
12. *Freedom's Frontier*, Books I and II, by Ray Compton. Chicago: Lyons and Carnahan. 1948. Pp., Book I, viii + 483; Book II, x + 517. An American history for junior high school. Interesting to pupils and easy to use because of style, illustrations, and format. Excellent activities.
13. *Growth of the American People and Nation, The*, by Mary G. Kelty. Boston: Ginn and Co. 1931. Pp. viii + 632. See *Beginnings of the American People and Nation*.
14. *John Paul Jones* by Vinson Brown. (THE AMERICAN ADVENTURE series.) Chicago: Wheeler Publishing Co. 1949. Pp. 249. Biographical story of about fifth-grade difficulty level. Of interest to high-school pupils.
15. *Kit Carson* by Frank L. Beals. (THE AMERICAN ADVENTURE series.) Wheeler Publishing Co. 1941. Pp. ii + 188. Exciting account of adventure in America. Attracts slow readers.
16. *Life in Early America* by Mary G. Kelty. New York: Ginn and Co. 1941. Pp. viii + 414. A companion volume to *Life in Modern America*.
17. *Life in Modern America* by Mary G. Kelty. New York: Ginn and Co., 1943. Pp. 234. Remarkably well illustrated history from Civil War to present. Fine maps. About fifth-grade level.
18. *Ling Ling, Child of China* by Eva D. Edwards and Sung Sze-Ai. San Francisco: Harr Wagner Publishing Co. 1939. Pp. vi + 218. A charming account, illustrated by photographs. About fourth-grade reading level.
19. *Living in Our Communities* by Edward Krug and I. James Quillen. Chicago: Scott, Foresman and Co. 1946. Pp. 598. A civics book for junior and senior high school. Develops understanding of American government and institutions by beginning with the community. Beautiful format, clear organization, excellent and varied study helps.
20. *Lonesome Road* by Thomas Minehan. (The Way of Life of a Hobo. THE WAY OF LIFE series.) Evanston, Ill.: Row, Peterson and Co. 1941. Pp. 64. Because this short book deals with a subject which fascinates most adolescent boys, it is read by many pupils who cannot be forced or persuaded to read anything else. The vocabulary is not very easy, but the language is colloquial and the situations are familiar to the readers from radio and motion pictures, if not from actual life. Simple, easily understood illustrations, and the brevity of the book add to its appeal. It is very popular. It probably serves a useful social purpose as well as a pedagogical one.
21. *Mickey Sees the U.S.A.* by Caroline D. Emerson. Disney Studios, Illustrators. Boston: D. C. Heath and Co. 1944. Pp. iv + 138. The story of a trip through the United States involving the familiar Disney characters. Beautifully illustrated. Much valuable historical and geographical information. Receives excellent response at all grade levels.

22. *Our Constitution and What It Means* by William Kottmeyer. St. Louis: Webster Publishing Co. 1949. Pp. 56. Paper-bound, colorfully illustrated clarification of the Constitution of the United States. Second section explains the meaning in three parallel columns: "Some Things to Know," "The Way They Wrote It," and "What It Means." Interesting and practical.
23. *Pablo of Mexico* by Clyde Elizabeth Yeaton. (Guidance in Reading Program.) Chicago: Lyons and Carnahan. 1941. Pp. 48. A paper-bound pamphlet rather than a book, *Pablo of Mexico* represents the efforts which are now being made to provide easy, attractive, but not childish reading material for retarded readers. The large print, the numerous brightly colored illustrations, and the carefully chosen vocabulary will attract the reluctant junior high-school reader to whom the ordinary social studies text on Mexico has no meaning. The content, on the other hand, parallels rather closely that of many of the standard travel books on Mexico which are used in junior high schools. In other words, the teacher who has *Pablo* available, can give the retarded reader an opportunity to participate in the normal work of the social studies class despite the pupil's inability to read the regular text. This is a valuable aid in improving the attitude and self-respect of the poor reader. Such improvement is essential if he is to be induced to want to improve his reading.
24. *Rush for Gold, The*, by Frank L. Beals. (THE AMERICAN ADVENTURE series.) Chicago: Wheeler Publishing Co. 1946. Pp. 251. Appeals to pupils of all ages. Interesting questions follow the chapters.
25. *Squanto and the Pilgrims* by A. M. Anderson. (THE AMERICAN ADVENTURE series.) Chicago: Wheeler Publishing Co. 1949. Pp. 155. Easy stories of Indian life. Will interest pupils in more difficult books.
26. *Stone and Steel: The Way of Life in a Penitentiary* by Thomas Minehan. (THE WAY OF LIFE series.) Evanston, Ill.: Row, Peterson and Co., 1941. Pp. 64. See annotation on *Lonesome Road*.
27. *The Story Book of Earth's Treasures, The Story Book of Things We Use, The Story Book of Foods from the Fields* by Maud and Miska Petersham. Philadelphia: The John C. Winston Co. 1933-36. Three volumes, 128 pp. each. This series of Petersham story books is excellent for use in science, social studies, or as reading matter for retarded junior high-school pupils. The text is easy and informative; the pictures are attractive and meaningful. Each volume consists of four units which are also available as separate pamphlets of thirty-two pages each. *Earth's Treasures* are "Gold," "Coal," "Oil," and "Iron and Steel;" *Things We Use* are "Clothes," "Houses," "Food," and "Transportation;" and *Foods from the Fields* are "Wheat," "Corn," "Rice," and "Sugar."
28. *Tales and Travel* by Julia Letheld Hahn. Boston: Houghton Mifflin Co. 1938. Pp. viii + 472. Copiously illustrated with drawings and photographs. About fourth-grade level. Includes legends, biography, conservation, and a section on South America.
29. *This is America's Story* by Howard B. Wilder, Robert P. Ludlum, and Harriett McCune Brown. Boston: Houghton Mifflin Co. 1948. Pp. viii + 710. An Ameri-

can history for junior high school. Well-written and organized. Many illustrations, various type faces, and colorful maps. Exciting to read.

30. *Tom Jefferson, a Boy in Colonial Days* by Helen Albee Monsell. (THE CHILDHOOD OF FAMOUS AMERICANS series.) New York: Bobbs-Merrill Co. 1939. Pp. 168. *Tom Jefferson* is one of a series of some twenty-five entertaining, simple biographies which afford delight to the poor reader. Included in the CHILDHOOD OF FAMOUS AMERICANS series are *Abe Lincoln, Frontier Boy*, by Augusta Stevenson; *Young Stonewall, Tom Jackson* by Helen A. Monsell; *Mark Twain, Boy of Old Missouri*, by Miriam E. Mason. Ample use of dialogue and excellent selection of dramatic incident contribute reasons for the popularity of this series. Especially suitable for pupils with reading-grade placements as low as third and fourth grade in junior high school.
31. *Water-Buffalo Children, The*, by Pearl S. Buck. New York: The John Day Co., Inc. 1943. Pp. 60. Illustrated and charming. Quite simple.
32. *You and the United Nations* by Lois Fisher. Chicago: Children's Press, Inc. 1947. Pp. 40. A brief, easily read book showing in graphic form the necessity and feasibility of world order.

## (2) Science

1. *Aircraft*, compiled by Workers of the Writers' Program of the Work Projects Administration in the Commonwealth of Pennsylvania. Chicago: Junior Press Books, Albert Whitman and Co. 1940. Pp. 47. An illustrated historical sketch of the development of aviation. Large print and easy vocabulary. Excellent for today's aviation-minded junior high-school boys.
2. *Airplanes at Work* by Gertrude Whipple. (AVIATION READERS.) New York: The Macmillan Co. 1944. Pp. 248. Interesting material. Writing well done and easy to read. Liked by pupils.
3. *Animals That Live Together* by Glenn O. Blough and Bertha Morris Parker. (THE BASIC SCIENCE EDUCATION series.) Evanston, Illinois: Row, Peterson and Co. 1945. Pp. 36. This pamphlet is one of a series of eighty-four small books, called by the publishers "Unitexts," each of which deals with one topic related to science, health, hygiene, or nature. Each pamphlet is thirty-six pages long. Several authors are represented in the series. The series is divided into primary, intermediate, and junior high-school sections. The vocabulary difficulty, according to the publishers, is grade 2.7 for the primary booklets, 3.7 for the intermediate ones, and 5.6 for those intended for junior high-school use. The range of subjects may be judged from the following selection of titles: *Animals and Their Young, Plants Round the Year, The Air About Us, Electricity, Gravity, Saving Our Wild Life, The Scientist and His Tools, You as a Machine, Matter and Molecules, Superstition or Science, Beyond the Solar System, and Community Health*.

The outstanding feature of the "Unitexts" is the lavish use of illustrations—photographs, paintings, drawings, and diagrams. Color is profusely used. For the most part, the illustrations are both accurate and esthetically acceptable. The text, although good, is not quite so appealing as are the pictures; conventional textbook prose is the rule. Teachers' manuals are available for

the series. Correlated "Textfilms" or filmstrips, also accompanied by teachers' manuals, are available for use with many of the pamphlets. Both the advantages and the drawbacks of paper-bound pamphlets are present in this highly attractive introduction to the fields of physical and biological science.

4. *Aviation Science for Boys and Girls* by Charles K. Arey. (AVIATION READERS.) New York: The Macmillan Co. 1944. Pp. 229. Can be read by pupils with sixth-grade reading ability. Enjoyed by older pupils.
5. *Everybody's Weather* by Joseph Gaer, New York: J. B. Lippincott Co. 1944. Pp. 96. Well-organized treatment of a subject coming into popular interest at present. Good print, easy vocabulary, and excellent illustrations.
6. *Science Stories, Books I, II, and III*, by Wilbur L. Beauchamp and others. (CURRICULUM FOUNTAIN series.) Chicago: Scott, Foresman and Co. 1933. Book I has a vocabulary which is easier than that of many first readers; books II and III are also very simple. Excellent illustrations throughout.
7. *The Story Book of Wheels, Ships, Trains, Aircraft*, by Maud and Miska Petersham. Philadelphia: The John C. Winston Co. 1935. Pp. 128. The Petersham books are excellent, whether they deal with science or society. The topics included in this book are available separately as 32-page pamphlets. See note under Social Studies, item 27.

### (3) Music

1. *Edward MacDowell and His Cabin in the Pines*, by Opal Wheeler and Sibyl Deucher. New York: E. P. Dutton and Co., Inc. 1940. Pp. 144. This book and those listed below contain biographies. Illustrated by drawings and excerpts from the compositions of the subject composers. Easy reading, about fourth-grade level.
2. *Franz Schubert and His Merry Friends* by Opal Wheeler and Sibyl Deucher. New York: E. P. Dutton and Co., Inc. 1939. Pp. 124.
3. *Handel at the Court of Kings* by Opal Wheeler. New York: E. P. Dutton and Co., Inc. 1943. Pp. 164.
4. *Joseph Haydn, the Merry Little Peasant* by Opal Wheeler and Sibyl Deucher. New York: E. P. Dutton and Co., Inc. 1936. Pp. 118.
5. *Ludwig Beethoven and the Chiming Tower Bells* by Opal Wheeler. New York: E. P. Dutton and Co., Inc. 1942. Pp. 144.
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### Reading Clinics

There are a number of opportunities through which individuals and school systems may secure information and help in developing remedial reading programs. Some of these have been provided within individual school systems for the purpose of providing help to teachers within the system in promoting remedial reading programs. For example, The Public School System of Tulsa, Oklahoma, has been giving particular attention to this problem over a number of years. Through the Director of the Secondary-School Curriculum, Jess S. Hudson, the Curriculum Division has developed a publication entitled *A Guide for Promoting Growth in Reading in the Secondary Schools of Tulsa* (\$2.00).

Several colleges and universities, likewise, give particular attention to this phase of instructional improvement. Several that have come to the attention of the National Association of Secondary-School Principals are: The Reading Clinic, Department of Psychology, Emmett Albert Betts, Director, Temple University, Philadelphia 22, Pennsylvania; Reading Clinic, Division of General Education, Thomas B. Beatty, Assistant in Educational Tests, New York University, Washington Square, New York, New York; and Donald D. Durrell, School of Education, Boston University, Boston, Massachusetts.

### Measuring Radioactivity

In the January, 1950, issue of THE BULLETIN is an advertisement by Radioactive Products, Inc., of 3201 East Woodbridge Street, Detroit 7, Michigan, manufacturers of instruments to measure radioactivity. The advertisement concerns an instrument developed for high-school use in the nuclear sciences. The story of why the company engineered and created this instrument is interesting. The directors of the company, who include scientists from two of the country's largest drug and chemical corporations, businessmen and bankers, believed that education authorities wanted students to know more about atomic energy and its peacetime relationship to health, industry, chemistry, and many other challenging phases. However, these directors, not being sure of their belief, wrote two or three school superintendents in every state of the Union early in August, asking if this belief was correct. Despite the fact that many were on vacation and others were in the midst of preparing for the opening of school, some two thirds of the educators answered "Yes" within a two-week period. This national survey indicated that educational authorities wanted their students to know more about the atomic age. Radioactive Products, Inc., therefore believes that this country's mastery of the new science will be accelerated in future years because of the increasing number of students who, by early introduction, will continue the study of atomic energy.

## News Notes

**BUREAU MAKES SURVEY OF INDIAN STUDENTS.**—The U. S. Bureau of Indian Affairs is conducting a survey to see how many Indian students are enrolled in colleges and universities, Dr. Loren N. Brown reports. The Indian Bureau would like to expand its assistance program to Indian boys and girls who can qualify for government help. To be eligible, a student must be at least 1/8 Indian. The program now offers no assistance to Indian students past their high-school education, except in some trade schools.

**TEACHING ABOUT THE U. N.**—The October, 1949, issue of *High Points* (pages 21-37) contains lesson plans for teaching about the United Nations. Information about the complete lesson plans may be secured from *United Nations News*, 45 East 65th St., New York 27, New York. The same issue of *High Points* (pages 5-20) contains an excellent article entitled "Teaching English" by Arthur Minton, member of the English Appraisal Committee, Board of Education, City of New York.

**SUMMER SCHOOL AT THE UNIVERSITY OF NOTTINGHAM, JULY 8 TO AUGUST 18, 1950.**—The University of Nottingham is conducting in 1950 a special graduate summer school in Education for students from the United States, Britain, and the Continent of Europe. There will be series of lectures on the English educational system, the growth of English education, and English educational thought, with related seminars. Students will also have optional studies in Adult Education, Further Education and the Service of Youth, Secondary Education, Nursery and Infant Education, and Delinquency. The lectures will deal not only with the English public system of education, but also with the independent schools and the universities. There will also be lectures on the social and historical growth and development of the system and on the philosophical and sociological background of the schools of today. Visits to schools of all types, youth clubs, and special groups will be arranged. Students will be accommodated in one of the modern Halls of Residence of the University, which has a large and beautiful campus in the ancient City of Nottingham. The inclusive fee will be £60 (\$168). Further information may be obtained from British Information Services, New York, or from the Institute of International Education, 2 West 45th Street, New York, New York.

**FOLLOW-UP OF GRADUATES.**—The Sturgis, South Dakota, High School has a program of follow-up of high-school graduates and drop-outs as a definite part of its guidance program. Community occupational surveys are conducted each year by the class in orientation and guidance, a required subject for freshmen. Job training classes for trades and industries and secretarial work is provided on the job under school supervision. The school is the clearing house for placement service for former students. Businessmen confer with the school when

seeking workers. Each year the school conducts a follow-up study of its graduates and school leavers. For a comprehensive discussion of guidance practices, see the article entitled "Guidance Practices in North Central High Schools" (pages 174 to 247) in the October, 1949, issue of the *North Central Association Quarterly*. Copies of this issue may be secured at 75 cents each from the North Central Association, 4012 University High School Building, Ann Arbor, Michigan.

**A FULL-COLOR MAP OF WASHINGTON, D. C.**—The Lintner Maps, Inc., 941 N. Highland St., Arlington, Virginia, has recently published a beautiful isometric map (size 36 in. by 23 in.) of our nation's capital. It is a full-color (red, yellow, blue, and black) reproduction of a water color map. It shows the District and contiguous areas. All public buildings, monuments, memorials, etc., are shown; all avenues are designated with trees; and all points of national interest are identified by ribbons printed next to them. As an additional aid to the reader, all Federal buildings, municipal buildings, steamship line wharfs, and some national and international organization buildings, theatres, hotels, restaurants, and clubs are listed in the margin and keyed to the map. This attractive map is available at \$1.00 each from The Lintner Maps, Inc., 941 North Highland St., Arlington, Virginia.

**HUMAN RELATIONS LABORATORY.**—The Fourth Summer Laboratory in Group Development sponsored by the National Training Laboratory in Group Development, the National Education Association, the Research Center for Group Dynamics, with the co-operation of other institutions will be held June 25-July 14, 1950, at Gould Academy in Bethel, Maine. The Laboratory staff of trainers and research workers will include group, social, and individual psychologists, psychiatrists, anthropologists, sociologists, educators, and specialists in community planning and action. A conference fee of \$100 will be charged. Board and room will be available at average cost of \$40 a week. Agencies, institutions, organizations, and colleges are encouraged to send teams of two to six members to the Laboratory to insure maximum results from the training. Team members should be selected in terms of their strategic positions for offering leadership. Priority will be given to the acceptance of teams. Applications should be sent to the National Training Laboratory in Group Development, 1201 16th St., N. W., Washington 6, D. C.

**NEW PERSONAL ADJUSTMENT AND OTHER FILMS.**—Coronet Films, 65 E. South Water, Chicago 1, Illinois, has released two guidance films as well as five other new classroom productions. The two guidance films; *You and Your Parents* (1¼ reels) and *Act Your Age* (1¼ reels) offer youth leaders and teachers a permanent aid to their work. Along with these films are *The Meaning of Pi* (1 reel) and *How to Find the Answer* (1 reel), both in the mathematics series; *Introduction to Chemistry* (1 reel) and *Metals and Non-Metals* (1 reel), both in the physical science series; and *Basic Court Procedures* (1¼ reels) in the social studies series.

Each of these films is 16-mm., sound, and in color or in black-and-white.

**ACCENT ON LIVING.**—The Experiment Way means a carefully planned summer's experience through which an internationally-minded person may become

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an effective world citizen. During the past eighteen years the Experiment in International Living, Inc., has provided about 2600 American students with the way to make enduring friendships in many countries. Under this plan each member is given the responsibility for learning to live for half the summer in the family of a selected student in France, Germany, Norway, Mexico, or any one of twenty countries to which the Experiment sends groups.

Selected students in groups of five women and five men live in one country for eight weeks. During the first half of the summer, each American is faced with the challenge of living by himself as a member of a cultured family. It requires a great amount of exacting effort to become a friend and real companion to people whose ways are very different.

During the second half of the summer, the American invites his student host to accompany the group on a camping or bicycling trip to other parts of the country. Far from the tourist track, the American learns to know the country through the eyes of a friend in whose land he is living. An Experimenter not only sees new sights, but also understands their significance.

The Experiment was founded in 1932 by Donald B. Watt. It is a nonprofit, nonsectarian, educational organization, working to build up in various countries groups of people who are interested in promoting mutual understanding and respect between their own and other lands. Although managed by an experienced staff, it is run for students. They are expected to help direct the policy of the organization and to become permanent workers for the idea of international understanding through personal friendships. The main office is in Putney, Vermont, with branches in San Francisco and Paris. Application forms may be secured from the Admission Department, The Experiment in International Living, Inc., Putney, Vt.; or, those living in the Pacific and Rocky Mountain states may write to: Mr. Proctor Jones, Executive Director, Western States Division, 605 Market St., San Francisco, California.

**AVIATION IN THE PENNSYLVANIA CURRICULUM REVISION PROGRAM.**  
—Aviation education is sharing in the General Curriculum Revision Program of the Pennsylvania Department of Public Instruction. Facts and materials of aviation have been made an integral part of common learnings in the new curriculum recently published for the first six grades.

The Secondary-School Revision Program is well under way, according to Dr. Paul L. Cressman, Director of the Bureau of Instruction. As in the Elementary Program, curriculum revision at the secondary level is characterized by wide participation. At the invitation of Dr. Francis B. Haas, Superintendent of Public Instruction, each of the 257 county and district superintendents of the state recommended six representatives to share in the work of revision. This is to insure a democratic procedure by permitting those who will carry out the program to have a share in determining it, and, at the same time, to provide an effective means of arousing interest in the program and diffusing knowledge about newer methods of curriculum building. At present, more than 1700 educational workers, organized in subject-matter committees for each of the nine

convention districts of the Pennsylvania State Education Association, are taking part. Committees for English, social studies, science, mathematics, foreign languages, and geography have been formed.

The program for the integration of aviation materials in these six subject-matter fields is being carried on by the Specialist in Aviation through work with the individual committees and their members. During the past summer two members of the Geography Committee took part in the Flying Geology class. Other opportunities for observation and experience in the use of mathematics and science in aviation have already been planned. New teaching units and new school programs in aviation are now being developed by individual school districts throughout the state under the direction of the Specialist in Aviation.—*The Pennsylvania Aviation Education Newsletter*.

**BOOKLETS ON AUSTRALIA.**—Schools interested in having booklets, posters, maps, and other literature for the use of classroom teachers may secure the following from Australian News and Information Bureau, 636 Fifth Avenue, New York 20, New York. Except where otherwise indicated, the only charge for material issued by the Bureau is for actual postage.

**Film Catalog**—lists briefly but factually fifteen 16-mm. color films and forty 16-mm. black-and-white films about Australia, with purchase prices and rental charges. Catalogs are sent free on request.

**Know Australia**—a small pocket-sized booklet, posing 100 questions on phases of the Australian way of life and answering them simply.

**Bird and Animal Book**—contains pictures of and stories about Australia's unique flora and fauna, told in a way that delights children and also interests adults. A poster carrying 12 pictures of the kangaroo, platypus, koala, and other animals and birds of Australia is also available.

**Australia and You**—an illustrated booklet of 20 pages, with several color plates, demonstrating the industrial and cultural growth in the six states of the Commonwealth.

**Educational Posters**—seven attractive posters, each one featuring pictorially a different capital city.

**Education in Australia**—describes the Commonwealth's educational system.

**A Look at Australia**—the Australian story from January, 1788, when the first settlers reached Sydney, until the present day.

**Geography of Australia**—a reference series.

**Maps**—a series of maps of Australia.

**Australian Pocketbook**—available at 25 cents a copy, this 200-page pocketbook in pictures and text surveys the Commonwealth of Australia, its historical background, and its present-day economic, social, and political life.

**Film Strip with Guide**—a 1949 film strip entitled *Australia—Country with a Future*, with 74 frames. Price, \$1.50 plus postage.

**South-West Pacific**—A 64-page quarterly, fully and brilliantly illustrated. Obtainable for \$1.60 a year prepaid.



*Australia*—an attractive bulletin of 16 pages, well illustrated.

*The Australian Aborigine*—a 12-page brochure about the Australian aboriginal people with black-and-white sketches depicting their tools, art, ceremonial ornaments of dress, etc. Available at 15 cents a copy.

**MUSIC TESTS.**—The California Test Bureau, 5915 Hollywood Boulevard, Los Angeles 28, California, has two tests in music available for school use. The one, *Diagnostic Tests of Achievement in Music*, (a series of ten tests) covers the basic elements of music which are usually presented in grades 4-6. It is in agreement with the best music courses of study. The ten tests are: Diatonic Syllable Names, Chromatic Syllable Names, Number Names, Time Signatures, Major and Minor Keys, Note and Rest Values, Letter Names, Signs and Symbols, Key Names, and Song Recognition. Any of these tests may be given in any grade above the third or to any person to determine the extent of knowledge or information in basic music theory and notation. They are available in two forms. Some of the uses to which these may be put are: pre-testing or appraising the results of instruction and learning; determining pupil difficulties; selecting pupils for recommendation to band, orchestra, chorus, etc.; aiding in determining supervisory needs by various schools or classes; and curriculum research in music.

The other tests, *Musical Aptitude Test* (for use in grades 4 through 10) is designed to measure an individual's aptitude for the study of music. The test is divided into five parts: rhythm recognition, pitch recognition, melody recognition, pitch discrimination, and advanced rhythm recognition. The items consist of real, life-like situations in music. No mechanical devices of a nonmusical nature are used for the production of either rhythm or pitch. The test is based on the present-day concept of pitch; it utilizes no quarter or eighth tones; it is given from a piano keyboard; it is easy to administer and interpret; it may be scored by hand or by machine; it requires only 40 minutes to administer; and it can be used over and over again. It may be used for selecting students for the study of instrumental and vocal music, identifying students of like and unlike abilities and re-assigning them to groups in which they are most likely to succeed, determining which students are to be given preference in the assignment of school-owned musical instruments, counseling students on the advisability of their purchasing musical instruments as well as other necessary equipment, counseling students on the advisability of their pursuing a musical career, providing comparisons among different groups of music students, and carrying on further research studies in the field of music education.

For complete information about these tests, write to the publisher at either of the following addresses: 5916 Hollywood Boulevard, Los Angeles, California; 110 S. Dickinson St., Madison, Wisconsin; and 206 Bridge St., New Cumberland, Pennsylvania.

**KITCHEN PLANNING STANDARDS.**—With a "score sheet" for kitchens which has just been devised at the University of Illinois, you now can rate the kitchen in the house you have, are planning, or are thinking of buying. If the kitchen doesn't have a high score, you easily can figure out its shortcomings and the way to correct them. The score sheet and a discussion of what makes a good

kitchen are presented in an 8-page circular, "Kitchen Planning Standards," prepared by the Small Homes Council.

Single copies of "Kitchen Planning Standards" can be obtained without charge until March 1, 1950, by writing directly to the Small Homes Council, University of Illinois, Urbana, Illinois.

**AUDIO-VISUAL MATERIALS.**—A new filmstrip, *A Core Curriculum Class in Action*, distributed by the Audio-Visual Materials Consultation Bureau, College of Education, Wayne University, presents the work of a ninth-grade class organized on a core curriculum basis. In pictures and text, the filmstrip follows a typical ninth-grade core class from its first class meeting, through various teacher-pupil-planned activities and the final evaluation of the work done. It answers such questions as: How does a class organized on a core plan operate? What are its objectives and how are they set? How is pupil-teacher planning accomplished? Pupil-teacher evaluation? How do core classes provide experience in group process? How are individual needs met and skills developed? and How is subject matter utilized and arranged to help the class aims?

Prints of the filmstrip are available from the Audio-Visual Materials Consultation Bureau, College of Education, Wayne University, Detroit, Michigan. Price is \$3.00 and includes the discussion guide.

**HIGH-SCHOOL SENIORS SPEND SUMMER AT NAVAL AIR TRAINING STATION.**—One hundred boys between the ages of 17 and 19 spent eight weeks this past summer as airmen recruits at Willow Grove, Pennsylvania, Naval Air Station. The experimental program was one of twenty-one held at naval air stations throughout the country to familiarize boys with Navy life and to provide them with an interesting and healthful educational experience.

The boys, who lived at the station, were provided with uniforms and paid \$75 a month. While there, they attended classes covering many phases of aviation and later had practical experience on the line. As Navy personnel, they were permitted to fly as passengers with Navy pilots and were encouraged to get such experience. An extensive physical education and Red Cross safety and life-saving program was an important part of their work.

The group at Willow Grove was recruited from high schools within a fifty to one hundred-mile radius of the station. Some three hundred boys were recommended by their high-school principals. This number was then reduced to the final class of one hundred by eliminations resulting from physical examinations, intelligence tests, and aptitude tests given at the Naval Air Station. Membership in this Reserve Recruit Program did not necessarily imply later becoming a regular or reserve member of the Naval Air Force. Students were free of all obligations to the Navy when they finished the program. However, many have since become members of the organized Reserve.—*The Pennsylvania Aviation Education Newsletter*.

**FAMILY RELATIONS.**—McGraw-Hill Book Company, Text-Film Department, 330 West 42nd Street, New York 18, New York, has recently released two new motion pictures on marriage, correlated with Dr. Henry Bowman's textbook,



*Marriage of Moderns.* The two films are titled *This Charming Couple* (deals with the false ideals of "romantic" love) and *Who's Boss* (concerned with the adjustments to married life). The films make no attempt to provide answers to the problems they raise; on the other hand, their purpose is to encourage serious discussion among young people on how to prepare for marriage and how to maintain a happy marital relationship. Each film is in the form of a dramatic narrative.

**THE NEW COUNSELOR TRAINING SERVICE TO THE SCHOOLS.**—The College of Education of the University of Colorado announces a new service to the public schools of the state. In co-operation with the State Board for Vocational Education, provisions are made whereby a staff member of the College of Education will assist public school administrators in the in-service training of counselors. Colorado A. and M. College and the Colorado State College of Education at Greeley are also co-operating in the program.

**THE INSTITUTE ON THE POSITION OF THE UNITED STATES IN WORLD AFFAIRS.**—From June 12 to July 21, 1950, the sixth annual session of the summer Institute on the Position of the United States in World Affairs will be conducted at Washington, D. C., under the joint auspices of the American University and Civic Education Service. This year's session will be divided into two distinct parts so that students who desire graduate credit may enroll for the Institute on June 12 or on June 26, 1950. Auditors may enter upon the work of the Institute at the beginning of any week. Most of the Institute work will be conducted at the University's main campus at Ward Circle, N. W., where Massachusetts and Nebraska Avenues intersect. There also will be trips to many of the buildings which house governmental departments and agencies and other trips to certain embassies, chanceries, and legations. The annual trip to the headquarters of the United Nations at Lake Success has been scheduled tentatively for July 6 and 7. There also will be a visit to one or more of the national delegations to the United Nations, in New York City, at that time.

This is a graduate Institute in which properly qualified students can earn six credits for six weeks of work, or four credits for four weeks of work. A few undergraduate students can be admitted upon special application. The tuition fees have been fixed at \$80 for six weeks and \$55 for four weeks.

The year 1950 will be the Sesquicentennial year for the city of Washington as the nation's capital. A great exposition is being planned to observe this event, and the Institute program will take advantage of the Exposition facilities in so far as this may be found advisable from the educational point of view. Preliminary registration for the 1950 session of this Institute can be made by writing to the Director, Dr. Engle Burr, Jr., Room 208 Hurst Hall, The American University, Washington 16, D. C.

**HOW POLITICAL IS ROAD BUILDING?**—After much research, the Princeton Film Center, Princeton, N. J., is prepared to answer this question in *This Is Your Road*, a 30-minute film in color, sponsored as a public service by the Kingston Trap Rock Company.

A legendary state is involved but the problems and crises will be recognized and vouched for by road-building veterans everywhere. The film is the story of a first-term governor who overrides the established procedures for road construction as practiced for many years. The governor's private investigations, conducted in the interests of the taxpayers, bring to light improved and less costly methods of road building. Scrapping all the hidebound, established methods—against great odds—he carries out his election promise of providing improved roads for the people of his state. The film is scheduled for release early in 1950, through the Princeton Center's national network of 16-mm. film outlets. It is available without charge to civic and educational organizations.

**FACTS FROM THE SOCIAL SCENE.**—It takes the average worker in the United States 27 minutes of work to earn a dozen eggs. In Australia it takes 53 minutes; in Britain, 57 minutes; in France, 106 minutes; in Russia, 158 minutes; and in Austria, 244 minutes. . . . The radio industry, only in its 29th year, boasts of the following record: 94 per cent of all families in the U. S. listen regularly to programs from more than 2800 broadcasting stations. More than 10,000,000 automobiles are equipped with radio. An additional 34,000,000 sets are in use in stores, hotels, institutions, offices, bringing the total number of sets in operation to more than 83,000,000. . . . In 1940 there were about 9,000,000 people in the United States who were 65 or over. By 1948 the number had jumped to nearly 11,000,000. Thus, in the short span of eight years, our aged population grew by nearly 2,000,000, or by 21 per cent, as compared with an increase of 11 per cent in the population as a whole. . . . More than 5,500,000 television sets will be in use by the end of 1950. By the end of 1955, there will be 19,000,000 in use. . . . New Jersey public school teachers are worse off economically today than they were in 1939. The study disclosed that the \$3,413 average annual pay of the New Jersey teacher would not buy as much at present costs as did the average pay of \$2,080 in 1939.

**PLANNING FOR THE JUNIOR HIGH SCHOOL.**—The November-December, 1949, issue of *The High School Journal*, published by the School of Education, University of North Carolina Press, Chapel Hill, North Carolina, is devoted to the problems of "Planning for the Junior High School." It is composed of articles by successful teachers and principals who are dealing with these problems at the present time. Areas covered are: "The Junior High School and Rural Consolidation"; "Improving Instruction in the Junior High School"; "Planning for Guidance in a New Junior High School"; "Adolescent Development and the Junior High School"; "Planning the Junior High-School Building"; "The Junior High-School Program of Activities in Action"; "Planning a Program of Physical Education for a New Junior High School"; "Planning the General Shop Program for the Junior High School"; "Planning for General Science in a New Junior High School"; "Bibliography on the Junior High School"; and "The Junior High School from the Point of View of a Classroom Teacher." Copies of the publication may be secured at the above address at 25 cents each.

**FOREIGN LANGUAGE ENROLLMENT.**—The following table is a summary of foreign language enrollments in the high schools of New York City for March,

1949, and for October, 1949, as presented in the November, 1949, issue of *High points* by Theodore Huebener, Director of Foreign Language of the Public Schools of the City of New York. This is one of the very few school systems in which courses in Greek and Gaelic are offered.

|            | Mar. 1949 | Oct. 1949 | Gain or Loss<br>No. | %   |
|------------|-----------|-----------|---------------------|-----|
| French     | 43,440    | 48,531    | 5,082               | 12% |
| German     | 6,691     | 7,324     | 633                 | 9%  |
| Greek      | 21        | 14        | -7                  |     |
| Hebrew     | 3,970     | 5,044     | 1,074               | 27% |
| Italian    | 9,765     | 10,419    | 654                 | 7%  |
| Latin      | 9,277     | 9,324     | 47                  | ½%  |
| Spanish    | 55,703    | 59,984    | 4,281               | 8%  |
| Norwegian  | 100       | 103       |                     |     |
| Gaelic     | 26        |           |                     |     |
| Gen. Lang. | 648       | 512       | -136                |     |
|            | 129,650   | 141,255   | 11,605              | 10% |

|                        | March 1949 | October 1949 |
|------------------------|------------|--------------|
| Senior High School     | 88,207     | 93,656       |
| Junior High School     | 35,451     | 41,055       |
| Evening High School    | 4,847      | 5,435        |
| Vocational High School | 1,145      | 1,109        |
|                        | 129,650    | 141,255      |

**AIR MARKING PROJECT FOR HIGH-SCHOOL CLASSES.**—Helping to extend Pennsylvania's air-marking program offers a worth-while project for high-school aviation classes and clubs, service clubs, and shop classes. Although Pennsylvania's system is considered the most complete in the nation, with more than 744 communities in the Commonwealth having been marked, many more markers are needed to guide pilots. The markers are in the form of signs painted on the roofs of buildings with the name of the community in letters ten feet in height, the latitude and longitude of the location in numerals five feet in height, a true north meridian arrow, and an arrow showing the direction and distance in miles to the nearest licensed commercial airport. The Pennsylvania Aeronautics Commission will furnish the paint needed and the special directions for making such markers. While it is best not to do the actual painting in winter weather, there are a number of preliminaries requiring considerable planning which may be started soon. These include selecting the site, securing the owner's permission, having the site approved by the Aeronautics Commission, and planning the layout for the painting job.—*The Pennsylvania Aviation Education Newsletter*.

**TECHNICAL INSTITUTE EDUCATION AWARD.**—The James H. McGraw Award in Technical Institute Education will be presented for the first time at the Seattle meeting of the American Society for Engineering Education in June

on the University of Washington campus. The award will consist of an annual prize of five hundred dollars (\$500) in cash and an appropriately engraved certificate.

Sponsored by the McGraw-Hill Book Company in memory of James H. McGraw, Sr., founder of the company, it is given for the purpose of recognizing and encouraging outstanding contributions to technical institute education in the United States.

Although the committee will consider contributions of various types, such contributions usually will lie within the three categories of teaching, publication, or administration. It is not expected, of course, that nominees for the award shall be outstanding in all three categories. Nomination forms may be obtained from any member of the committee or from Secretary A. B. Brownell, Northwestern University, Evanston, Illinois, of the American Society for Engineering Education. Nominations may be made by any person or persons other than members of the Award Committee or employees of the McGraw-Hill Book or Publishing Companies. Nominations for recipients of the Award for 1950 must be mailed or delivered by March 15, 1950, to Chairman H. P. Rodes, James H. McGraw Award Committee, 130 Administration Building, University of California, Los Angeles 24, California.

**CLASS SIZE AND TEACHING LOAD.**—There is much evidence of a renewed and increased interest among teachers throughout the country in reducing class size and teaching body. In a number of the state education associations, special committees have been at work gathering data with a view to making recommendations for legislative or other action to keep class size and teaching load down to a point where teachers may live like normal beings and youngsters may enjoy the benefits of instruction and guidance by teachers who are not so greatly overloaded that the quality of their service is inferior.

Professor Douglass, Director of the College of Education of the University of Colorado, has been recently acting as consultant to the Committee of the Kansas Education Association on class size and teaching loads. At a recent meeting of the committee, these things were agreed upon:

1. That a normal, desirable teaching load for teachers in the high school would be no more than four classes plus the inevitable extras in the form of committee work, community work, guidance activities, and assistance in extra-curricular activities.

2. That in the elementary schools in the morning and in the afternoon each teacher should have a break made possible by another teacher who would take over the class from 20 to 40 minutes a day, either (a) a teacher of some special subject, example: music or physical education, (b) a teacher from a substitute list doing part-time work in the form of this relief teaching.

3. That, while it is desirable to hold class size down to 25 students both in the elementary school and the high school, classes of less than the 25 should not be brought about by increasing the number of classes or the lengthening of the school day for the teacher.

4. That increased teachers' salaries should not be achieved by increasing the teaching load, by employing a smaller number of teachers and increasing the teaching load of those employed.

READING IMPROVEMENT.—Of special interest are two articles which appear in the November, 1949, issue of *Teachers College Record* (Bureau of Publications, Teachers College, Columbia University, New York City, 45 cents). These articles are: "How Students Improve Their Reading" by Ruth Strang and "Reading and Readability" by Irving Lorge.

KEEP 'EM HOME.—More than 200 Georgia cities and towns have joined in an effort to stem the migration of their young people to other areas. The communities are providing greater employment opportunities and better living conditions for their youth. "We are keeping, and bring back, our young people," says one Atlanta, Georgia, official.

EXCHANGE.—Twenty-five boys and girls from Bronxville, New York, public schools will go to Oak Ridge, Tennessee, for one week in March to get closer to the Atomic Energy Commission works in the Southern City. At the same time, an equal number of Oak Ridge pupils will come to New York City for first-hand knowledge of metropolitan life.

#### IS THIS EDUCATION?

By BERNARDINE FREEMAN

I can solve a quadratic equation,  
but I cannot keep my own bank balance straight.  
I can read Goethe's *Faust* in the original,  
but I cannot ask for a piece of bread in German.  
I can name the kings of England since the War of the Roses,  
but I do not know the qualifications of the candidates in the next election.  
I know the economic theories of Malthus and Adam Smith,  
but I cannot live within my income.  
I can recognize the "leit-motif" of a Wagner opera,  
but I cannot sing in tune.  
I can explain the principles of hydraulics,  
but I cannot fix a leak in the kitchen faucet.  
I can read the plays of Molière in the original,  
but I cannot order a meal in French.  
I have studied the psychology of James and Titchner,  
but I cannot control my own temper.  
I can conjugate Latin verbs, but I cannot write legibly.  
I can recite hundreds of lines of Shakespeare,  
but I do not know the Declaration of Independence, Lincoln's Gettysburg address, or the Twenty-Third Psalm.

SUMMER SCHOOL AT THE UNIVERSITY OF LONDON.—A graduate course entitled "The Arts in Britain Today" will be given this summer at the University

of London for American and other overseas students. The dates are from July 10 to August 18, 1950.

London is one of six British universities which will give students from abroad the opportunity to take a six-week course in Britain. Each university is concentrating on a subject in which it can make an outstanding contribution. The University of London is particularly well located for a study of contemporary British arts. A feature of the course, for instance, will be the excursions designed to make use of the theatres, museums, and other cultural institutions in which London is so rich.

Besides excursions, the course will include lectures on topics such as contemporary literature, music, opera, ballet, the visual arts, architecture, town planning, and art in industry; special lectures relating the arts to other aspects of contemporary Britain; tutorial work in small groups, with a tutor advising on reading and on written work. The lecturers will be senior teachers in British universities, and men and women distinguished in cultural activities.

Students will live in University residence halls. In the past two years, representatives from 23 countries have studied under the summer-school program, providing unusually favorable circumstances for association between people with kindred interests.

Courses are intended primarily for post-graduate students and teachers, but some advanced undergraduates may also be admitted. Courses will be acceptable for credits by U. S. universities.

Charges for the six weeks are £57 (\$159.60) for board, residence, and course fees. Steamship passage for U.S. students has already been reserved by the Institute of International Education, 2 West 45th Street, New York, New York, (or by the British Information Services, 30 Rockefeller Plaza, New York 20, New York) to whom all inquiries concerning the summer courses should be addressed. The deadline for applications is March 15, 1950.

**PROFESSIONAL STANDARDS FOR TEACHERS' SALARY SCHEDULES AND SALARY POLICIES.**—The following statement was officially adopted August 26, 1949, by the National Commission on Teacher Education and Professional Standards as a guide in the application of the professional salary standards proposed by the Commission in 1946, generally known as the NEA salary policy:

1. It is the inherent obligation of teachers to continue their professional growth. Professional salary schedules and related policies with respect to salary payments should require, promote, and encourage advanced study and specialization, travel, and participation in the activities of professional associations and in community affairs. The professional teacher should use his daily experiences and all available resources to improve his growth as an individual, to refine his techniques and procedures, and to enrich his qualities of leadership.

2. The best interests of the children, the public, and the teaching profession will be served if every administrative unit establishes a definite professional salary schedule. The establishment and essential revisions of such a schedule usually will be most satisfactory if arrived at co-operatively by school boards, school administrators, and teachers.

3. Teachers of comparable preparation and experience should receive comparable salaries, men and women alike, without discrimination between those in rural and urban school, or between those in elementary and secondary, or secondary and higher education.

4. Such a schedule should provide beginning salaries of \$2400 or more a year for four-year college graduates without teaching experience but professionally prepared to teach.

5. To secure and retain competent teachers in service, annual salary increases which meet the following criteria are recommended:

a. Annual salary increases should start with the second year of service.

b. The increase should bring each teacher's salary to a level at least twice that of the initial salary within fifteen years.

c. Increases provided in the schedule for teachers with additional education, successful experience, and proved usefulness to the community should be sufficient to bring the salary level to \$6000 or more.

6. Beginning salaries in schedules should provide for a differential of \$200 or more for each additional year of acceptable preparation.

7. For each additional year of acceptable education the amount of the annual increment should be increased. It is recommended that the number of annual increments also be increased with each year of acceptable education.

8. The initial position of each teacher on the salary schedule should be determined by his amount of preparation and years of experience, with reasonable credit being given for teaching experience in other school systems, whether in the same state or in other states.

9. The salary schedule and the teaching load should be brought into satisfactory adjustment, and the application of the schedule consistent throughout.

10. The principles of salary scheduling herein recommended are intended to provide compensation on a professional level.

**FEDERAL SCHOLARSHIP PROGRAM PROPOSED.**—"The time is ripe for Federal action on behalf of American College youth," Earl J. McGrath, U. S. Commissioner of Education told the Association of Land Grant Colleges and Universities at a recent meeting. He revealed for the first time a set of proposals to provide the basis for a Federal scholarships program. Commissioner McGrath summarized the reasons for a Federal scholarships program: "Out of every thousand children finishing the fifth grade, 900 have ability to go through high school. Yet, only 403 do so. Out of that same thousand, 320 have the ability to go through college; only 70 do so. Thus, every year, the nation is failing to train 55 per cent of those who ought to finish high school and 76 per cent of those who could profit from college. More than half of American youths having college abilities go through life functioning below the level of their full potential." Commissioner McGrath's proposal would provide scholarships for about 400,000 undergraduates and about 37,500 graduates and professional school students. He estimates the cost at one cent and a half for each \$100 of our national wealth.



A CONDENSED STATEMENT OF THE NEA CODE FOR TEACHERS.—The teacher should be courteous, just and professional in all relationships.

Desirable ethical standards require cordial relations between teacher and pupil, home and school.

The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.

The teacher should strive to improve educational practice through study, travel, and experimentation.

Unfavorable criticism of associates should be avoided except when made to proper officials.

Testimonials regarding the teacher should be truthful and confidential.

Membership and active participation in local, state, and national professional associations are expected.

The teacher should avoid indorsement of all educational materials for personal gain.

Great care should be taken by the teacher to avoid interference between other teachers and pupils.

Fair salary schedules should be sought and when established carefully upheld by all professionals.

No teacher should knowingly underbid a rival for a position.

No teacher should accept compensation for helping another teacher to get a position or a promotion.

Honorable contracts when signed should be respected by both parties and dissolved only by mutual consent.

Official business should be transacted only thru properly designated officials.

The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.

Professional growth should be stimulated through suitable recognition and promotion within the ranks.

Unethical practices should be reported to local, state, or national commissions on ethics.

The term "teacher" as used here includes all persons directly engaged in educational work.

CONSERVATION FILMSTRIPS.—*Conservation Is Everybody's Business*, a new kit of Teach-O-Filmstrips, has been released by Popular Science Publishing Co., 353 Fourth Ave., New York 10, New York, in answer to the call of the NEA and other educational organizations for more teaching of conservation. Produced in co-operation with World Book Encyclopedia, the new series has been made with the help of educational consultants from the Soil Conservation and Forest Services of the U. S. Department of Agriculture. Designed for social studies and general science classes of seventh, eighth, and ninth grades, the series consists of four filmstrips, each over 50 frames in length, and all in full, natural color. A broad interpretation of the subject characterizes the entire series, which includes conservation of human life and health. Titles of the four strips are: "People—Our Most Valuable Resource"; "Saving the Soil"; "Using Our

Forests Wisely"; and "Nothing Can Live Without Water." Each strip is a self-contained unit of instruction, with an introduction, development of basic content, summarization, and suggested follow-up activities. These filmstrips are offered as a complete kit, containing, in addition to the four full-color strips, a fully illustrated *Teaching Guide* and a hard-cover, book-style file box. It is available for \$24.75 at audio-visual dealers throughout the country or direct from Popular Science, Audio-Visual Division, 353 Fourth Avenue, New York 10, New York.

**ABOUT UNITED NATIONS.**—*What You Will See at the United Nations* is a recent 36-page (11 x 8½ in.) pamphlet which explains in pictures and text what the visitor will see when he visits Flushing Meadow and Lake Success to see the organization at work. The booklet is available at 65 cents each from Important Books, Inc., Garden City, New York.

**A USEFUL LIST OF 16-MM. FILMS.**—The NEA'S Press and Radio Division has compiled a useful list of 16-mm. films which school systems can use to show lay groups as part of a public relations program. Copies of the list may be obtained from Division of Press and Radio Relations, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. The list includes the following titles:

*Assignment Tomorrow.* National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. 26 min. Sound. 1945. Available for loan from NEA or state education associations. The story and opportunity of education.

*Building for Learning.* A & M College of Texas, College Station, Texas. 19 min. Sound. Color. 1948. Available for loan. Shows how light, air, sound, and school structure affect health and learning of children.

*Schoolhouse in the Red.* Encyclopaedia Britannica Films, Inc., Wilmette, Illinois. 42 min. Sound. Color. 1948. \$194.75; also available for rental. Deals with sociological and psychological factors involved when small communities consolidate.

*Teachers for Tomorrow.* Bureau of Visual Instruction, University Extension Division, University of Wisconsin, Madison, Wisconsin. 22 min. Sound. 1949. \$60; also available for rental at \$2.50 per day outside of Wisconsin. Aimed at interesting young people in teaching as a career.

*The Sixth Chair.* National School Service Institute, Palmer House, Chicago 3. 18 min. Sound. 1949. \$75; also available on loan through state education associations. Portrays dangers of public's complacency toward education.

*Way of Life.* International Harvester Company, Inc., 180 North Michigan Avenue, Chicago 1, Illinois. 25 min. Sound. Color. Available on loan. Story of community school at Beaverton, Michigan.

*We Plan Together.* Teachers College, Bureau of Publications, Columbia University, New York 27. 20 min. 1948. Sound. \$75. An eleventh grade plans co-operatively.

*Who Will Teach Your Child?* McGraw-Hill Book Company, 330 East 42nd Street, New York 18. 24 min. Sound. 1948. \$85. Contrasts the work of a poor teacher and a good teacher.

# 1. Are Your Dues Due?

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Just take a glance at the address on the wrapper in which you have received your copy of THE BULLETIN and you will find the answer to the above two questions.

1. On the last line of your address you will find the name of a month. This is the month in which your membership in the National Association of Secondary-School Principals expires. If it is November, December, January, or February, then your membership has expired in that month. If it is any other month, then your membership will expire when that month arrives.
2. Another glance at your address label will tell you if your Association has your correct address. The correct address is essential to ensure your receiving all publications. The post office will not forward your BULLETIN or STUDENT LIFE, neither does it give us your new address. Always be sure to notify us in advance of any permanent change in your address. This will assure you of receiving your BULLETIN and STUDENT LIFE without interruption of service.

**Dues for Individual Membership** ..... \$5.00  
includes the professional and personal services of your Association and one copy of THE BULLETIN monthly, (October to May, inclusive) during your membership year.

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If you belong to both your state and national Associations, and you should, individual national membership dues are \$3.00 and institutional national membership dues are \$6.00 each, plus your state dues. In case you wish to join both, please be sure to send your dues to your state secretary and not to the national office. His address will be found on one of the last two pages of this publication.

### NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

PAUL E. ELICKER, *Executive Secretary*

1201 Sixteenth Street, N. W., Washington 6, D. C.

# The Book Column

## Professional Books

DAHL, L. A. *Public School Audiometry: Principles and Methods*. Danville, Ill.: The Interstate Printers. 1949. 298 pp. \$3.00. This book is intended to aid in the training of the hearing conservation worker and in the bringing about of more uniform and reliable audiometric procedures. It provides not only background content but also detailed instructions for hearing testing.

DUNSMOOR, C. D., and MILLER, L. M. *Principles and Methods of Guidance for Teachers* (Second Edition). 1949. 411 pp. \$3.75. The major emphasis throughout this book is upon the development of ways and means by which guidance and counseling can be implemented in the actual school situation. It shows how the work of trained counselors, teacher-advisers, and teachers can be brought to a focus upon the guidance office, in the common-learning classes or home room, in all other classes, and in various school activities. It stresses the role of the teacher in the total guidance program. No longer is it a question of whether or not schools should provide guidance and pupil personnel services for all pupils in order to assure them practical education and to help them in formulating appropriate life plans. Rather, it is a question of how the job can be done most effectively with the personnel available. This book can serve as a basic text in those teacher-training institutions which offer introductory courses in principles and basic concepts of guidance. It will also serve as a source for ready reference on concrete and usable techniques and materials for those teachers who are charged with the responsibility for guidance and for that great multitude of teachers in elementary and secondary schools who honestly desire to improve the quality of guidance and instruction they provide for their pupils.

*Educating for Citizenship*. Harrisburg, Pennsylvania: Dept. of Pub. Instruction. 1949. 363 pp. \$1.00. This manual sets forth practices which have proved effective in Pennsylvania schools. It is a report of what these schools are doing to develop good American citizens. It presents recommendations and illustrations of actual successful school practices concerning ways and means for further improvement in a program of citizenship education. These recommendations and suggestions indicate a body of present content to be understood through experience and a way of life to be lived continuously in the schools. The book is organized on the subject-matter basis. It shows how citizenship training may be integrated with the various subjects in the regular school curriculum.

EISENBERG, PHILIP, and KRASNO, HECKY. *A Guide to Children's Records*. New York 16: Crown Publishers. 1948. 195 pp. \$2.00. This book not only lists all available records, it also tells what each is about, which are best, and why they are so considered. The first part of the book discusses what children like and why. The second part is a descriptive, critical, and analytical listing by age groups of available records up to July, 1948. The records are grouped into five age categories: ages 2 and 3; 4 to 6; 6 to 9; 9 to 12; and 12 to 15.

*Experiencing the Language Arts*. Tallahassee: Florida State Dept. of Education. 1948.

324 pp. This is a guide to teachers from kindergarten through grade twelve. It presents approaches to the everyday and long-range problems of developing competence in speaking, listening, reading, and writing. Attention is given to the place of the language arts in a free society and of the teaching of the language arts in the total school program.

GRAY, W. S., editor. *Reading in an Age of Mass Communication*. New York: Appleton-Century-Crofts. 1949. 122 pp. \$1.50. This is a report of the Committee on Reading at the Secondary-School and College Levels of the National Council of Teachers of English. The areas covered are: The Changed Role of Reading, The Enriching Values of Reading, Personal Factors Influencing Reading, Basic Competencies in Efficient Reading, Reading and the Arts of Interpretation, and Distribution of Responsibility for the Reading Program.

HAMLIN, H. M. *Agricultural Education in Community Schools*. Danville, Ill.: The Interstate Printers. 1949. 487 pp. \$3.75. The author suggests how agricultural education might function effectively in the community school. He discusses: the community school concept and its application to agricultural education; community study, planning, and action; policies and policy making; organization and management; intracommunity relationship; prospects; and the evolution and the legal and administrative framework of agricultural education in schools of less than college grade.

HEMMING, JAMES. *The Teaching of Social Studies in Secondary Schools*. New York 3: Longmans, Green and Co. 1949. 196 pp. \$1.60. This book states the case for social studies in Great Britain's secondary schools as the means both of broadening and integrating the content of the curriculum and of enriching the child's educational experience. It deals with theory in the form of a resumé and interpretation of current views, boldly faces what this theory involves in practice, and tackles the way the practical problems can be worked out by drawing upon methods and approaches that have been proved efficient in Britain and elsewhere.

What should the content and scope of social studies be? What methods work? What are the errors to avoid? How should the social studies syllabus be planned? What are the qualities required in a social studies teacher? What content is appropriate to the final year at school? These and other questions are answered with practical advice and detailed examples. Professor Cyril Burt says in his Foreword to this book that he has "no hesitation in recommending it to all those teachers who are seeking to bring their curricula and their teaching methods into line with modern knowledge and with modern needs."

HENRY, VIRGIL. *The Place of Religion in Public Schools*. New York 16: Harper and Brothers. 1950. 176 pp. \$2.50. One of the most controversial themes in contemporary education is here frankly confronted. The emphasis on secular attitudes, growing out of our traditional separation of church and state, is a matter of increasing concern among teachers and citizens alike. The need for a more positive religious attitude is being widely recognized. The author of this book argues that it has proved practical in well administered public schools to emphasize moral and spiritual values without injecting any sectarian bias. He shows many communities have found it possible to increase this emphasis as a means of vitalizing the education system. Attention is given to curriculum content, to

the training of teachers, to community preparation, and to the organized methods of promoting the entire program.

JACOBSON, P. B., and REAVIS, W. C. *Duties of School Principals*. New York 11: Prentice-Hall. 1941. 838 pp. \$4.00. This book presents the essential duties and practices upon which the success of the principal depends. The success of a school program depends more upon the principal than upon any other person in the whole school organization. His is the responsibility for the in-service training and development of teachers, for the induction of new teachers into service, and for their adjustment to the whole school life; and he is wholly responsible for the spirit and character of the school itself. The school, in fact, epitomizes the principal with his enthusiasm, his vision, and his equipment for the job. It is, therefore, essential to guarantee that his educational background, specific knowledge, and skill be adequate for the conduct of his office.

LANE, HOMER. *Talks to Parents and Teachers*. New York 21: Hermitage Press. 1949. 217 pp. \$2.75. The author believes that what happens to an individual before he is eight matters more than anything else that happens to him before he is eighty. He discusses early problems of youth. He believes we must seek the motives behind child behavior, and when these are understood, we can help him. Topics discussed are: Infancy; The Age of Imagination; The Age of Self-Assertion; The Age of Loyalty; Conscience, Manners and the Sense of Inferiority; The Unconscious Mind and Our Ideas of God; The "Synthesis" of the Instincts; Toys and Play; Punishments; Self-government or Punishment; Misconceptions of Power; The Sham Authority and the Real; A Release from Authority; An Account of the Little Commonwealth at Evershot, Dorset.

LAWLER, E. S.; COOPER, D. H.; and CHILDRESS, J. R., editors. *Educational Administration in an Era of Transition*. Chicago: Univ. of Chicago Press. 1949. 283 pp. \$3.75. This is a report of the proceedings of the second annual Co-operative Conference for Administrative Officers of Public and Private Schools, held in Chicago, July 11-15, 1949, and sponsored jointly by the University of Chicago and Northwestern University. It contains the eighteen papers given at the formal programs. The number of practical suggestions in this publication should be an aid to all who are striving to meet the needs of the pupils and adults in their respective communities during the current period of challenge.

MITCHELL, E. D., editor. *Sports Officiating*. New York 3: A. S. Barnes and Co. 1949. 506 pp. \$4.00. This material has been gathered together from the varied experiences of five individuals to produce a much desired book in the field of athletics. The book describes the place of each official and his relationship to the competent administration of an athletic contest. Each of the forty sports discussed includes a brief history and information concerning the governing body. The authors conveniently organize each official's duties under the headings of Before the Game, During the Game, and After the Game, presenting only those rules which involve actual techniques. This illustrated volume of information places at the disposal of officials, instructors, and coaches techniques essential to competent officiating.

National Council of Chief State School Officers. *Planning Rural Community School Buildings*. New York: Bureau of Publications, Teachers College, Columbia Uni-

versity, 1949. 176 pp. This book is an aid for those planning new buildings or remodeling existing ones to meet present-day needs. It shows through concrete plans the kinds of educational and community activities which should be considered in planning a building, and at the same time it gives specific help on how the facilities for housing these activities should be laid out. Part I shows the steps which must be taken in such planning and the agencies or individuals who can help. The story of Ruralville which follows shows in more detail how a community does its planning. Part II reproduces plans for housing the activities which must be taken into consideration in planning a community school building. It offers plans for the entire buildings, for classrooms, and for a wide variety of facilities, such as combination gymnasium-auditoriums, laboratories, shops, canneries, lunchrooms, kitchens, and home economics rooms. It shows the kinds of facilities which are needed. These plans have proved to be satisfactory in the situations for which they were designed.

There is a large variety of architectural styles. Some are better adapted to one region than to another. For example, the colonial type of architecture is widely used in the rolling hills of New England, while the Pueblo-Spanish type of architecture has gained considerable favor in the Southwestern states with their Indian and Spanish traditions. Part III of this volume presents examples of school buildings illustrating various architectural styles.

National Education Association. *Proceedings of the Eighty-seventh Annual Meeting of the NEA*. Vol. 87. Washington 6, D. C.: The Association. 1949. 419 pp. These are the proceedings of the July 3-8, 1949, meeting held in Boston, Massachusetts. In addition to the address given before the representative assembly and the minutes of the business meetings, it includes information about the 29 departments; the annual reports, the charter, by-laws, standing rules, platform, calendar of meetings, officers for 1948-49 and 1949-50, listing of the executives of the headquarters' staff, committees, commissions, councils, and delegates to the 28th representative assembly of the NEA. It also includes a list of the officers for 1948-49 of the departments of the NEA and a necrology list.

*Religious Teaching for Schools, The Cambridgeshire Syllabus* (1949). New York 11: Cambridge University Press, 51 Madison Ave. 1949. 192 pp. 7s. 6d. This is the third edition of this most widely used *Syllabus of Religious Teaching*. It has been completely revised in the light of experience and brought into line with the latest views. It discusses in introductory chapters the place of Christianity in the world today and in the school, gives practical guidance to the teachers on general matters and points of detail, and provides a complete syllabus of work at each stage, from the infant classes to the sixth form. Following the detailed syllabus come chapters on the Language of the Bible; on History, Legend, and Myth; on Miracles; and on the use of art in religious instruction. The book ends with a long list of books for reference.

SEATON, D. C., and STACK, H. J. *Safety in Sports*. New York 11: Prentice-Hall. 1948. 433 pp. \$4.50. The authors have compiled, analyzed, and summarized studies, publications, and opinions of experts on this subject. They present these as aids and guides in safety control and administration. They hope that this book will assist in making those engaged in the field of sports not only aware of the



safety problem but also familiar with accepted best practices for its solution. The information is presented for all kinds of sports.

ROBACK, A. A. *Personality in Theory and Practice*. Cambridge, Mass.: Sci-Art Publishers, Harvard Square. 1950. 437 pp. \$3.75. To the teachers interested in aiding students develop their personalities, this book will provide much assistance. The author presents his ideas concerning this important subject. Some of the many topics discussed are "Evolution of Concepts," "The Semantics of Personality," "How Is Personality to Be Drafted," "The Determinants of Personality," "The Issue of Instinct and Motivation," "The Criterion of Personality," "Remedying Certain Defects," etc.

SPEARS, HAROLD. *The High School for Today*. New York 16: American Book Co. 1950. 394 pp. This book deals with the practical problems of the secondary school. It examines our present structure with a critical eye and then asks the challenging question, "Where do we go from here?" The author maintains that the high school in its present form has reached its maturity. He suggests the problems which must be met if the high school of the future is to serve equally all the youth of America. In order to give a clear understanding of today's high school, Dr. Spears traces the history of secondary education from its earliest beginnings in New England down to the present time. Throughout the text, a balance is maintained between realism and idealism.

WILLIAMSON, E. G., and FOLEY, J. D. *Counseling and Discipline*. New York 18: McGraw-Hill Book Co. 1949. 399 pp. \$3.75. This book describes the techniques and methods used in handling individuals in high school and in college, whose behavior is such as to be unacceptable or in violation of good taste, mores, customs, policies, and regulations of communities, particularly of educational institutions. The handling of disciplinary cases is placed in the context of counseling methods and approaches. More attention is given to a diagnosis of the individual himself than is given to the establishment of the facts about the alleged misbehavior. In other words, deviate behavior in the moral field is taken out of the context of social and moral sanction and is studied critically and objectively, with particular emphasis upon the individual's rehabilitation possibilities or relearning potentialities.

Throughout the text, the authors have stressed both the historical setting of student misbehavior and the modern clinical and experimental studies of deviate behavior. A special feature of the book is the final chapter, which stresses the theoretical and experimental foundation of the rehabilitation process outlined in previous chapters. Another special feature is the complete statistical summaries of a number of disciplinary cases handled in the authors' own institution. References are given to basic source materials in related fields.

WILLIAMSON, E. G., editor. *Trends in Student Personnel Work*. Minneapolis: Univ. of Minnesota Press. 1949. 427 pp. \$5.00. These forty-three papers by forty authors were first presented at a conference sponsored by the University of Minnesota in November, 1947, to celebrate both the development of a quarter century of student personnel work and the contribution of Professor Donald G. Paterson to those developments. The papers are published here in revised and permanent form to make more widely available the story of impressive accomplishment they record.

Today no member of the academic community can afford to be ignorant of the hows and whys and wherefores of student personnel work. The "personnel work point of view"—insisting that it is the task of the colleges and universities to develop the student as a person, a social being, and a citizen, rather than as an intellect alone—is now permeating the whole of higher education, and with revolutionary effects.

After twenty-five years of rapid growth, student personnel work is today a maturing scientific discipline, with a growing literature and philosophy of its own, a specialist membership numbering thousands, and an accepted function in education distinct from both teaching and administration. For specialists in the field, this book provides a valuable stock-taking: perspective from the past, appraisal of the present, and some goals for the future. To college administrators and faculty members, the book offers a clearer understanding of what student personnel work is, of why and how it came into being, its present purposes and scope, and its significant implications for the years ahead. Here, for both groups, is invaluable information and interpretation to clarify one of the most vital developments in American higher education.

### **Books for Pupil and Teacher Use**

ARNO, PETER. *Sizzling Platter*. New York 20: Simon and Schuster. 1949. 126 pp. \$2.95. Contains 115 popular Arno cartoons, some of which have appeared in the *New Yorker*.

BEARD, W. P. *Starting Farming*. Danville, Ill.: The Interstate Printers. 1948. 265 pp. \$2.50. This textbook describes procedures necessary for successful farming. Throughout the book, the farming program is related to all phases of the vocational agriculture classroom and shop work, field work, guidance, teacher-student-parent relations, job analysis, and student farm organizations. Technical information is included only as it serves to illustrate and to point out further study. It is a primer in farm management dealing with the students' own management problems. Each chapter contains questions and suggested activities.

BISHOP, F. C., and IRWIN, M. E. *Instructional Tests in Plane Geometry: Revised Edition*. Yonkers 5, New York: World Book Co. 1950. 80 pp. 56c. This is a booklet of 45 tests covering the year's work in plane geometry. The tests provide a continuous audit of the progress and difficulties of students that is the basis for well-timed drill and review. All the topics of a one-year course in plane geometry are covered, each unit devoted to exploring problems of learning found to be common to the particular topic. With these tests any weaknesses in the class program can be determined and remedied before it is too late. The booklet is a new edition which the publishers state has been fully revised to fulfill the more recent requirements of plane geometry teaching. *Key and Directions for Scoring* is a 16-page folder priced at 16 cents a copy.

BOWEN, F. C. *From Carrack to Clipper*. New York 17: Staples Press, 70 E. 45th St. 1949. 144 pp. \$4.00. Most readers will agree that there is no more fascinating background to man's constant struggle with nature than the sea; and it is of a significant era in maritime history that this book tells—from the times of the fifteenth-century Carrack to the fast, graceful Clipper ships of the late nineteenth century which were so soon to give way to steam. No admirer of ship models can

be unaware of the important role which contemporary models play in recording much of the character of seafaring during these five centuries, nor can he fail to recognize their value and beauty. In this book the author has much to say on the subject of ship models, and in support of his text appear nearly seventy half-tone photographs, reproducing some of the finest models which are today to be found in various parts of Europe and North America.

But it is by no means entirely with ship models that this book is concerned. The author's main purpose has been to set out in brief and concise terms the conditions which governed the shipbuilders and seamen of the period and the means by which they met as best they could the demands made upon them. It is essentially a story of hardihood, of vitality in the constant determination to bring about improvement. Above all, it is a story of evolution and progress. The list of the principal museums and collections in Europe and America containing ship models, which was included in the original edition, has been revised and brought up to date by Mr. Frank G. Carr, Director of the National Maritime Museum, Greenwich. This list should be of the greatest value and interest to all ship-lovers and model makers.

CAIN, NOBLE, *et al.* *The Red Book of Program Songs and Choruses*. Chicago 5: Hall and McCreary Co. 1933. 256 pp. Paper binding: 1 to 11 copies—60c each, postpaid; 12 to 49—54c each, postpaid; 50 or more—48c each, transportation extra. Cloth binding: \$1.20 postpaid; 2 or more—\$1.08 each, postpaid, or 96c each, transportation extra. There is, we are frequently told, a dearth of good choral music within the voice range of the junior voices of the junior and senior high schools. The co-editors of this book have selected a variety of remarkably high-class choral material and have taken especial pains to keep it within the voice range mentioned. The volume contains seventy-nine selections.

CANFIELD, DOROTHY. *Something Old, Something New*. New York 11: William R. Scott, Inc. 1949. 192 pp. \$2.50. These are stories that make citizenship live. In this book Dorothy Canfield, master story-teller, retells for the youth of today favorite family stories of real people told to her when she was growing up. They make pioneers and the pioneer spirit more vivid than a Hi-Ho Silver radio show. "History," she writes, "is not all in the textbooks; a lot of it is in family stories—old and new. True stories about real people today and of long ago give the raw material from which we can, if we think it over, draw more understanding of other people and of ourselves."

CHALMERS, HARVEY. *Drums Against Frontenac*. New York 16: Richard R. Smith, Publisher. 1949. 440 pp. \$3.00. The French and Indian War has long held intense fascination both for storyteller and reader. In this book, the author depicts the final and most dramatic episode of that war—the taking of Fort Frontenac by British Colonel Bradstreet and his small band of Regulars and colonial troops. A love story runs through the book and it takes its flavor from the realisms of the absorbingly interesting period in which the book is set.

CHESNUT, M. B. *A Diary from Dixie*. Boston 7: Houghton Mifflin Co. 1949. 586 pp. Mary Boykin Chesnut's diary, first published in a censored and abbreviated form some fifty years ago, was at once accepted as among the most valuable source books on life in the South during the war. But the editors, in preparing

the manuscript, had deleted everything which they considered likely to offend persons then living or to outrage Southern sentiment. In the present edition, edited by Ben Ames Williams, those deletions have been restored, and the importance of the diary as a social history of the times is greatly increased.

Mrs. Chesnut was a woman of wit and intelligence who knew intimately the leading men and women of her day. She herself was a daughter of one of the finest families of the South, and her husband was a United States Senator before the war. During the war he served as an aide to Jefferson Davis and as Brigadier General of the Confederacy. With him and in her own right, Mrs. Chesnut was welcomed in Richmond, in Charleston, in Montgomery, wherever Southern leaders moved. In her original diary, much of which is here published for the first time, she set down with merciless realism the gossip, the scandal, the valor and the cowardice, the generosity and the greed, the self-sacrifice and the selfishness of this world of which she was a part.

CHESTERTON, G. K. *Chaucer*. New York 14: Pellegrini and Cudahy, Publishers. 1949. 286 pp. \$3.75. The author takes issue with those critics who approach Chaucer through Shakespeare and the Renaissance—a point of view he insists has thrown centuries of English literature out of perspective. Chaucer should be read and discussed in terms of his own world and the cultural climate in which he developed. Having analyzed the age of Chaucer, the author traces the unfolding of the poet's genius, the evolution of his style and language from his early works to its fruition in the *Canterbury Tales*. He discusses the outstanding characteristics of each phase of Chaucer's literary development and cites the influence it has had on other writers. In one of the last chapters of the book, the author takes up the question of the religion of Chaucer.

COLOMA, P. L., and MORETON, LADY. *Perez the Mouse*. New York 16: Dodd, Mead and Co. 1950. 64 pp. \$1.50. This story was written to amuse the little boy King of Spain for whom he acted as tutor. It tells about the marvelous adventures that young King Bubi the First enjoyed after he lost one of his early teeth and put it under his pillow with a very polite letter to Perez the Mouse, anticipating a gift in return.

DOOLEY, R. B. *Days Beyond Recall*. Milwaukee 1: Bruce Publishing Co. 1949. 458 pp. \$3.50. Nostalgic and endearing—here is a family-chronicle story about the members of the Shanahan clan in the days of Buffalo's turbulent Irish First Ward and of the effects of selfishness and pride, materialism, and the American idea of progress upon their age.

DUNCAN, I. R. *The Complete Book of Needlecraft*. New York 16: Liveright Publishing Corp. 1949. 350 pp. \$2.95. In this guide to sewing and crocheting are complete pattern, simple stitch-by-stitch directions, photographs, illustrations, diagrams that give helpful advice from the time the material is bought until the very last stitch is made. With this book, the learner can quickly learn to embroider, applique, textile paint, monogram, and crochet.

EELLS, E. S. *Tales of Enchantment from Spain*. New York 16: Dodd, Mead and Co. 1950. 183 pp. \$2.50. This is a collection of fifteen Spanish folk and fairy tales as gleaned in South American countries. These are stories which thrilled the childhood of those intrepid explorers and adventurers who, in the early days, set out from old Spain.

FOSDICK, H. E. *The Man from Nazareth*. New York: Harper and Brothers. 1949.

282 pp. \$3.00. The author depicts the personality of Jesus as one would see Him today against the background of a modern world. Thus we would see the way Pharisees and Sadducees felt and thought if we were to put ourselves into the places of these first-century people. It is a composite portrait of Him as these varied folk, friendly and hostile, saw Him.

GLEIT, MARIA. *Paul Tiber, Forester*. New York 17: Charles Scribner's Sons. 1949.

223 pp. \$2.50. "One had to meet the challenge, that was all. It was the purpose of life on earth to further growth. But how?" It was a hard question that Paul Tiber, son of a miner in a Pennsylvania coal town put to himself. His father had sworn that no son of his should work in the mine. Paul didn't want to. His place was not underground but above it, planting trees, helping them grow. But how? The son of a miner with a large family to feed had certain responsibilities. He couldn't become a forester . . . It was quite hopeless . . . There came the day when a chance remark from a visiting stranger made Paul see how ugly the town was—the bare streets, the dark piles of slag on which nothing would grow. He had to change it. But how? The solution and Paul's becoming a forester go together and make a remarkable story of achievement—one that has the added advantage of being true.

GOUDGE, ELIZABETH. *Gentian Hill*. New York 19: Coward-McCann. 1949. 412 pp.

\$3.50. There were not many people in the small West Country town of Torquay who knew who the chaplain of Torre Abbey really was. He was known among the townsfolk as the Abbe de Colbert. Long before he had come to this English harbor town, however, he had been Charles Sebastian Michel de Colbert, the Comte de Colbert. The French Revolution deprived him of home, family, and country. That he was alive at all was the result of his miraculous escape effected by the village cure and the devoted nursing of Therese, the lovely young novice who became his wife. It is the story, too, of a part of England that has become a part of Elizabeth Goudge—the West Country—where she now lives and which she has portrayed in several of her most successful novels.

GRIFFITH, FRANCIS, and MERSAND, JOSEPH. *Modern One-Act Plays*. New

York 17: Harcourt, Brace and Co. 1950. 362 pp. \$1.80. This book of 16 one-act plays explores the whole range of the one-act play as a dramatic and literary form, from "The Will," a whimsical comedy by James Barrie, to "The Far-Distant Shore," a serious drama by Robert Finch and Betty Smith. It includes three radio plays, among them Norman Corwin's delightful comedy, "My Client Curley." Before each selection are notes about the play and the author. After each selection are comprehension questions, suggestions for writing projects, and a list of one-act plays similar in type or theme. A distinctive study device after each play, the "Drama Workshop," leads the student from the play just read to helpful hints about play-reading, play-going, and acting.

HAMILTON, EDITH. *Spokesmen for God*. New York 3: W. W. Norton and Co. 1949.

259 pp. \$3.00. When Edith Hamilton wrote *The Prophet of Israel*, she made many readers more fully aware than they had ever been before of the wonderful power and genius of those Bible writers. Urged to fill out her earlier work on the prophets, Miss Hamilton has turned to those other books of the Old Testament

that seem to her particularly significant. To her original work she now adds fresh interpretations of the first five books, which are at the same time so familiar and so baffling. And she discusses Job and Ecclesiastes, where contradictory points of view are frequently found on the same page. She explains how the Bible came to be what it is, the product of many men of many minds, who not only wrote it but also rewrote it perpetually, adding to it as they pleased. Throughout, her aim has been "to show how the men of the Old Testament slowly rose from the idea of the very human and irresponsible deity who is found in Genesis to the idea of God in the Psalms and Prophets, an idea so lofty that it has never been surpassed, even in the New Testament."

HAYDN, HIRAM, and FULLER, EDMUND, editors. *Thesaurus of Book Digests*.

New York 16: Crown Publishers. 1949. 831 pp. \$5.00. This new basic reference book is a work of major importance. It contains in digest form the 2000 great books of all countries and all times from the *Code of Hammurabi* and the Hindu *Vedas* to *Roosevelt and Hopkins* and *Death of a Salesman*. There is a synopsis of each, giving plot and description of characters in the case of fiction, an exposition of the contents in the case of philosophical, scientific, religious, and other works. In addition, the essential information concerning it is given—date of publication, critical or historical importance, etc. Digests are in alphabetical order. There is an index of authors and in addition there is an index of characters which lists with page references all the characters mentioned in the digests.

HEDLEY, ARTHUR. *Chopin*. New York 14: Pellagrini and Cudahy. 1949. 212 pp.

\$2.50. Mr. Hedley, whose knowledge of musical history and technique is very comprehensive, has devoted many years to the special study of Chopin; and, being an exceptionally gifted linguist, he made a point of acquainting himself thoroughly with Polish in order to gain first-hand knowledge of the documents relating to the earlier part of the composer's biography. The author does not set out to disguise either Chopin's weaknesses as a man or his limitations as a creative musician. At the same time he leaves the reader in no doubt that he considers the Polish "master musician" a subject on which it would be inexcusable to write without enthusiasm.

HEPBURN, ANDREW, and LOGAN, HARLAN. *Florida*. New York 20: Simon and

Schuster. 1949. 104 pp. \$1.00. One of the American Travel series. This volume is a guide to the State of Florida, telling what to see, where to go, how to get there, what to do, and how much to pay. It also tells what to take along on such trips. It contains 34 maps and information as to population, restaurants, hotels, motor courts, etc.

HOROWITZ, CAROLINE, and HART, HAROLD. *Barrel of Fun*. New York 19:

Hart Publishing Co. 1949. 192 pp. \$1.00. This is an activity and game book for boys and girls between the ages 9 and 15. The book contains board games, picture puzzles, mystery stories, mazes, jokes, cut-outs, pencil games, quizzes, rebus puzzles, tricks, word games, etc.

JAMES, T. G.; NORTHCOTT, W. R.; and SHATTUCK, M. E., editors. *World*

*Neighbors*. New York 16: Harper and Brothers. 1950. 532 pp. \$3.20. This book is an anthology of world literature for high-school pupils. Students have the opportunity of looking in on other countries, other customs, other ways of living.



They explore the many national and racial currents which go to make up Americans and see that the people of our country are, in essence, typical of the people of the whole world. They see that individuals in all times and in all parts of the world have been moved strongly by similar experiences and have often recorded those experiences in lyric poetry. They find that science is, in many ways, an international language. They learn the ideals by which men in other countries and other times have lived in their best moments. From these stimulating and broadening sights, they discover that, for all the surface differences of language, appearance, and customs, most men throughout the world are very similar at heart. It is divided into seven units: Unit 1, Stories of Many Nations (13 short stories); Unit 2, The World's a Small Place, a Unit on Travel (9 prose selections and one poem); Unit 3, People the World Over (12 prose selections); Unit 4, America, Home of Many Peoples (15 passages from fiction and nonfiction); Unit 5, Songs and Plays of Many Lands (69 selections including prose, poetry, and drama); Unit 6, The Highway of Science (13 selections); and Unit 7, Toward a New World, a Unit on Idealism (21 selections). The editors have chosen their material for literary quality and student interest from among the finest of past and contemporary sources. They have also provided questions at the end of the passages and of the units which should cause lively and thoughtful class discussion. Lists for further reading are given at the end of each unit.

JUDY, WILL. *Don't Call a Man a Dog*. Chicago 16: Judy Publishing Co. 1949. 160 pp. \$2.50. The title is only part of the subject matter of this new and unusual dog book. The first section presents his famous lecture of the same title. The second section gives the book its sub-title—"Will Judy's Scrap Book on Dogs." This presents in the first part the author's own well-known items of literature on the dog—prose and poetry, including such favorites as a "Dog's Prayer," "No Room in Heaven for Dogs" etc. The second part of the second section presents a choice selection of prose and poetry from various sources. It includes such gems as "Senator Vest's Tribute," "Where to Buy a Dog," and "Kipling's Poem."

KIERNAN, JOHN, editor. *The 1950 Information Please Almanac*. New York 11: Macmillan Co. 1949. 927 pp. \$2.50. A special feature of *The 1950 Information Please Almanac* is a Vacation Travel Guide. prepared by *Holiday* magazine, American Express, the AAA, Esso Touring Service, and the Encyclopaedia Britannica, with articles by Louis Bromfield on France, Russel Crouse on Scandinavia, John Gunther on Italy, and Christopher Morley on England. It is a book of essential information for reading, authoritative facts about world history, U. S. history, government, aviation, science, music, economics, religion, geography, the United Nations, astronomy, education, business, politics, radio. Brooks Atkinson reports on the 1948-49 theatrical season; Red Smith covers sports; Elmer Davis, Washington; John Chamberlain, books. Charts, maps, and tables describe important industries. Bank, insurance, and stock market facts are assembled; Federal and state tax systems outlined. Prepared by Dan Golenpaul Associates, *The 1950 Information Please Almanac* is a compact encyclopedia, completely and correctly up to the minute.

LARIAR, LAWRENCE. *Careers in Cartooning*. New York 16: Dodd, Mead and Co. 1950. 194 pp. \$3.50. How does the beginner submit his cartoons for publication?



What is the best way to break into the richly rewarding field of comic art? These and other familiar basic questions that bother the aspiring cartoonist are answered in this book. Leading editors have contributed their own words of wisdom to help guide the beginner along the right road to successful cartooning. The book is illustrated with over 100 plates by some of the foremost cartoonists in the country.

LASS, A. H.; MCGILL, E. L.; and AXELROD, DONALD. *Plays from Radio*. Boston: Houghton Mifflin Co. 1948. 352 pp. \$1.80. This book contains fourteen radio plays. These plays have been selected with the hope that in reading and producing them pupils will acquire an understanding of the art of the radio dramatist; that they will develop an appreciation of and desire for the best in radio drama; and that they will see in radio drama a means of bringing significant understanding and a wholesome stimulation and joy to the large masses of our people. In addition, chapters are addressed to the teacher and to the reader and on producing the radio play. Also included is a list of other radio plays and a glossary of common radio terms.

LAWRENCE, ISABELLE. *Two for the Show*. Indianapolis 7: Bobbs-Merrill Co. 1949. 283 pp. \$2.50. This is a story from Shakespeare's England. It is a story of adventure and amusing incidents of Nat Horne's trip to London with Sir Walter Raleigh. It also reflects countless aspects of the splendid Elizabethan scene. Nat's story leads young readers straight into the world of the famous sea dogs, the players and dramatists who foregathered at the Mermaid Tavern, even to the court and very presence of the red-haired Queen. Shakespeare's England still glows with a special brilliance in the panorama of history. Against this background, the adventures of a spirited boy make a gay, swashbuckling tale.

LYON, W. E., editor *The Horseman's Year*. New York 16: William Collins Sons and Co., 425 Fourth Ave. 1949. 176 pp. \$4.50. A survey of topics and events of interest to horsemen by famous authorities. An English written book about English horse sports.

MASON, VAN WYCK. *Dardanelles Derelict*. Garden City, New York: Doubleday and Co. 1949. 285 pp. \$2.75. In Istanbul, cradle of international intrigue, the struggle between Turkish and American agents and a mysterious Moscow-trained American renegade began. The situation called for a man of Major Hugh North's unique talents. But to the horror of his friends, North apparently had suffered a complete crack-up and had turned traitor. He became absorbed in the polyglot life of the city and to all appearances joined the boys from the Kremlin who, the rumor went, were occupied in forging a terrible new weapon—bacteriological warfare.

MAULDIN, BILL. *A Sort of a Saga*. New York 19: William Sloane Associates. 1949. 301 pp. \$3.50. Dominating the story is the figure of Pop, whose "projects," as he liked to call them, included everything from tourist cabins and gold mines to the dynamiting of swamps and the rehabilitation of ancient engines. Mexico, New Mexico, and Arizona each furnished its quota of settings, and Pop's two sons, Bill and Sid, and his uncomplaining wife—the kind of woman to whom monuments should be erected—the supporting cast.

- MONAGHAN, JAY. *This Is Illinois*. Chicago: The Univ. of Chicago Press. 1949. 217 pp. \$5.00. This is a pictorial history of Illinois. It is a collection of sketches, paintings, and photographs which depict the political, cultural, and industrial growth of the state. Each picture carries a brief description or caption.
- MONGAN, AGNES. *One Hundred Master Drawings*. Cambridge, Mass.: Harvard Univ. Press. 1949. 208 pp. \$7.50. This book, containing 100 drawings, shows in brief the history of drawings in Europe from the 14th to the 20th century. This collection includes the "Seventy Master Drawings" and 30 other drawings exhibited by the Fogg Museum. About 23 of the drawings are new to the American public, and 18 have not been reproduced anywhere before. Included, also, is a brief discussion of each drawing.
- MORGAN, ALFRED. *A Pet Book for Boys and Girls*. New York 17: Charles Scribner's Sons. 1949. 256 pp. \$2.75. Alfred Morgan writes with informality and humor about pet keeping. He writes, also, from experience, and from it we get a picture of the Morgan home with its many pets—even seven small rabbits "dancing in the kitchen." There are careful directions for the care and training of pets, enlivened by character sketches of animals the author has known. Diagrams show the correct way to build a home for each animal.
- O'CONNELL, CHARLES. *The Victor Book of Symphonies*. Camden, New Jersey: Radio Corporation of America, RCA Victor Division. 1948. 573 pp. \$3.95. This is a valuable reference book for schools, clubs, and music lovers, containing the description and analyses of orchestral works of all major composers. It analyzes 138 symphonic selections from Haydn to Shostakovich. It also contains a section on the instruments of the orchestra, a glossary, and a list of recordings. It summarizes the lives of the major composers and explains the construction and function of every instrument in the modern orchestra.
- RICHMOND, LEONARD. *The Technique of Color Mixing*. New York 19: Pitman Publishing Co. 1949. 90 pp. \$3.75. This book covers the vast possibilities of exploring and discovering an astonishing range of colours. It discusses colours and the mixing of colours in simple everyday language. The prime interest of all those who use oils or water colours is to acquire enough technical ability to control paint on canvas, board, or paper—to make paint do exactly what they want it to do in trying to represent life, nature, tone, colour, and drawing. This book shows how to do just that. It tells how to set up a palette for speed and convenience, how to achieve transparency, the cause and effect of refraction, reflection, and absorption. The experiments made by others and the examples shown in the numerous colour plates and diagrams are particularly valuable.
- RIEGEL, R. E., and HAUGH, HELEN. *United States of America*. New York 17: Charles Scribner's Sons. 1949. 864 pp. \$3.40. The social, economic, and political aspects of every period of American history have been brought together in units in this text in order to give the student a rounded view as he considers a particular era. He learns something of the period's thought as expressed in its literature, building, and art; he surveys its accomplishments in transportation, looks into its financial difficulties and studies its political and social problems. The text is divided into nine units, each encompassing a span of growth in the development of America. Every unit is previewed.

Unit One carries the story through the period of discovery, exploration, and the settlement of America, up to the colonial struggle of 1774. Unit Two takes the student through the Revolution and the organization of a new government under the Constitution. Unit Three considers the post-Revolution generation, its problems, its nationalism, its diplomacy, and its involvement in a bad war which brought good results. In Unit Four, America of the period 1825-1870 amasses capital, adds territory, divides into sectional blocs, and tests the Union in one of the nineteenth century's three greatest wars. Unit Five is devoted to the growth of business, changing farm conditions, and divided political opinions of the period 1870-1900. Unit Six deals with the expansion of foreign affairs and shows how the United States became a world power during the period 1895-1915. In Unit Seven, one studies the various changes brought by the twentieth century: in city and family life; in the regulation of business; in the strengthening of labor; and through the results of World War I. America, as pictured in Unit Eight, changes its tempo of life, makes money, and recognizes some responsibility for world peace. Unit Nine shows the working of the New Deal, our entrance into World War II, and its aftermath.

Short biographies of important persons are woven into the text so that American leaders seem real and a vital part of the period. The chronological approach is used throughout the book. While this text is planned for the average student, its simplicity and dramatic style will hold the interest of the slower reader, and the reference material, exercises, and problems will afford adequate preparation for the requirements of the more advanced student.

SCHNEIDER, HERMAN and NINA. *How Your Body Works*. New York 11: William R. Scott, Inc. 1949. 160 pp. \$2.50. This is one of the authors' science books series. It is written in an attractive manner so as to appeal to the secondary-school pupil. Part One deals with the subject of how the body uses food, while Part Two shows how each person is responsible for the care of his body and how he can keep his body strong and healthy. Experiments are included as one of the best ways to impress body care upon the minds of the pupils.

SIMPSON, F. B. *Forsaking All Others*. Boston 15: Meador Publishing Co. 1949. 223 pp. \$2.50. The central character of this book is the lovely, black-haired Bitsey, daughter of a Confederate soldier. The novel serves to show the fine influence of a very distinguished lady, Mrs. Gabriella Throckmorton on Bitsey, who as a little orphan was picked up on the streets of Atlanta by General William T. Sherman and sent to his home in Boston, where she was kept until her relatives could be located in the South after the Civil War. Bitsey's intense love for her father, her loyalty to the cause of the South, her devotion to Mrs. Gabriella—these are the bright spots in the life of Bitsey, a life of quiet simplicity and high purpose.

SMITH, E. C., and ZURCHER, A. J., editors. *New Dictionary of American Politics* (Revised). New York 3: Barnes and Noble. 1949. 445 pp. \$3.25. This volume is a reference work for all who take intelligent interest in the past and present conduct of American politics and government. It is of interest to students, teachers, libraries, editors, journalists, officials, speakers, and research workers. The thorough revision here presented brings the book up to date. Some 500 new terms are incorporated, making the total over 3,500. Additional entries identify

new administrative agencies and various United Nations organizations and expand in number and content the references to important Federal statutes and Supreme Court decisions. Entries relating to temporary and now abolished wartime Federal agencies have been deleted or replaced by concise historical references.

SMYTHE, F. S. *Behold The Mountains: Climbing with a Color Camera*. New York 22: Chanticleer Press. 1949. 155 pp. \$5.00. Here the author combines his achievement as a great mountain climber with his skill as a story-teller and his artistry as a photographer and produces a book of 57 mountain photographs taken on the 1936 Mt. Everest expedition and in the Central Himalayas in 1937. The book is divided into four parts: the mountains of the Himalayas, North America, Switzerland, and Great Britain. With the beautiful pictures in color are included the author's vivid descriptions of these world peaks and ranges and of the thrilling stories attached to them in the history of climbing.

STEVENSON, BURTON, editor. *The Home Book of Bible Quotations*. New York 16: Harper and Brothers. 1949. 671 pp. \$6.00. The compiler of such classic reference books as *The Home Book of Verse*, *The Home Book of Quotations*, and *The Home Book of Proverbs and Maxims* now offers a collection of the most memorable verses and phrases of the Bible. Into this book have gone all the loving devotion of one who has lived with the Bible throughout his life, the careful attention to detail of an experienced compiler, and the broad knowledge of books and readers of one of America's outstanding librarians.

The reader will find that this work is much more than a mere collection of quotable verses, or a simple concordance. It is both of these to a definite degree, but it is the "extras" characteristic of every Stevenson book that give the book its unique character. Here, too, are resums of the lives of famous Bible people (all, of course, in the words of the Bible itself), indications of unique words and phrases, and helpful explanations of obscure references, together with such comment as may serve to illuminate the text. Conflicting views are contrasted and complete cross-references are supplied.

Another feature is the inclusion of citations from the *Apocryphas* of both the *Old* and *New Testament*. (The usual concordances neglect Apocryphal literature.) The former is especially valuable for the many maxims and proverbs in the *Wisdom of Solomon* and *Ecclesiasticus*; the latter, for *Clement*, *Barnabas*, and *The Apostles' Creed*.

STRONG, JOANNA, and LEONARD, T. R., editors. *Big Book of Laughs*. New York 19: Hart Publishing Co. 1949. 192 pp. \$1.00. This book is specifically directed to boys and girls in the upper grammar and high-school grades, who are just beginning to experience the delights of humor. The jokes, rhymes, riddles, boners, etc., which make up this book have been culled from scores of sources, old and new. They have been chosen with one prime consideration in mind; Is this the sort of joke or poem that a boy or girl would chuckle over?

THOMAS, DAVID, editor. *Teen-Age Horse Stories*. New York 10: Lantern Press. 1950. 252 pp. \$2.50. The horse has ever been one of the animals most loved by young people of all ages and in every country, and these carefully selected stories are here included in the best traditions of that noble animal. Here are

tales of courage, of stamina, of a teen-ager's love for his horse, and of the loyalty of a horse to his young master. Stories of horses of the West, wild horses untamed and roaming the great plains; stories of gentler horses and fine breeding; and one of a mounted policeman's horse of superior intelligence who helps his rider capture a city criminal. These are stories to thrill the young reader, and they will also help to evaluate those character-building qualities for which all of the Teen-Age books have become noted.

THOMAS, D. P. *Yankee Bob*. New York 10: The Exposition Press. 1949. 111 pp. \$3.00. Born in New Hampshire and christened Robert Lee after the famous soldier and statesman, Yankee Bob was the son of a former Confederate cavalryman and a New England schoolmarm. Two decades after the close of the War Between the States, Yankee Bob came as a young doctor to Heldo, the most lawless town in sparsely settled Arizona in those turbulent years. When the father of Nellie Wilson, Yankee Bob's sweetheart, falls victim to a gang of cutthroats, the young doctor exposes himself to the same danger. What happens to him at the hands of the outlaws, and the anguished separation of the young lovers and their eventual reunion, is a memorable tale of love and fortitude arrayed against the hazards of blind fate.

TWAIN, MARK. *Tom Sawyer*. Chicago 11: Scott, Foresman and Co. 1949. 336 pp. \$2.00. English teachers who are of the opinion that it is better for students to have loved the classics in simplified form than never to have loved at all should be interested in this for grades 7-12. In this version of *Tom Sawyer*, adapted by Albert O. Berglund, the simplification appears to have been carefully and expertly done. The plot, concepts, humor, and drama of the Twain original are very much in evidence. Vocabulary has been kept within the first 2000 words of Thorndike's *Teacher's Work Book*. Other books in the Scott, Foresman Special Reading Series are: *Moby Dick*, *Lorna Doone*, *Treasure Island*, *Six Great Stories*, and *When Washington Danced*.

UNTERMEYER, LOUIS, editor. *The Poetry and Prose of Walt Whitman*. New York 20: Simon and Schuster. 1949. 1256 pp. \$5.00. This volume consists of more than twelve hundred pages—of which two thirds is devoted to Whitman's own writings, about equally divided between his poetry and his prose. The rest is commentary and interpretation, to enhance reading enjoyment for the modern reader. Louis Untermeyer, noted authority on Walt Whitman and editor of *A Treasury of Great Poems*, has written especially for this volume an introduction of 25,000 words, which is a combined biography, critical estimate, and analytical appraisal. He discusses the man and myth, Whitman as poet and prophet, Whitman and "the divine average," and Whitman in our own time.

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and revaluations of the man and his work. Included also is a chronological outline of Whitman's life and times, a selective bibliography, and a comprehensive index.

VEINUS, ABRAHAM. *Victor Book of Concertos*. Camden, New Jersey: Radio Corporation of America, RCA Victor Division. 1948. 479 pp. \$3.95. This book, by a well-known musicologist, analyzes 130 concertos, representing 51 composers. Biographical material is given where relevant, but the emphasis is always on the music which the composer wrote. There are over 500 musical illustrations in the book. Included is a list of RCA Victor recordings illustrating each concerto and a highly instructive glossary of musical terms. It is a valuable reference work for high schools, colleges, music clubs, and music lovers. It is a comprehensive guide to music for solo instruments and orchestra from Bach to Khatchatourian.

WARTERS, JANE. *Achieving Maturity*. New York 18: McGraw-Hill Book Co. 1949. 261 pp. \$3.00. This new text is a survey volume covering the principal developmental experiences of adolescents and youth—physical, intellectual, emotional, moral and ethical, interpersonal, and social. The author presents a comprehensive picture of the major problems in achieving adult status and maturity in our society. The book offers information that will help young people to understand the nature of their problems and assist them to discern the universality of certain problems, to become acquainted with some important sources of aid, and to acquire knowledge of certain fundamental principles of guidance and mental hygiene most useful to them in dealing with their problems. The book is written in nontechnical language and contains findings of some of the more recent research studies on adolescence and youth. The approach is realistic and practical, and adulthood is defined and explained in terms of social criteria. Terms are defined, and the subject of adolescence is treated in such a manner as to help the student appreciate the dignity, the personal meaning, and the social significance of the period.

*What to Make*. Chicago 11: Popular Mechanics Press, 200 E. Ontario St. 1949. 240 pp. \$1.75. This is Volume 11 of Popular Mechanics' annual collection of workshop projects compiled by the editors of *Popular Mechanics Magazine*. These projects are representative of the many appearing from issue to issue in this magazine.

*The World Almanac and Book of Facts for 1950*. New York 15: New York World-Telegram, 125 Barclay St. 1950. 912 pp. \$1.10. This book, in its 65th year of publication and edited by Harry Hansen, presents a glossary of world facts up to the end of the year 1949.

### **Pamphlets for Pupil and Teacher Use**

ADAMS, C. R. *Looking Ahead to Marriage*. Chicago 4: Science Research Associates, 228 S. Wabash Ave. 1949. 48 pp. Single copy, 60c; 15-99, 50c; 100-999, 35c; 1000 or more, 25c. Subjects of immediate personal concern to adolescents and young adults. Instructor's Guide and poster available upon request with quantity orders.

*Adventures Old and New*. Orange, Texas: Board of Education. 1948. 240 pp. Mimeo. A communication program for grade nine. An in-service education enterprise



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ALBERTY, HAROLD, *et al.* *A Core Curriculum in the High School*. Columbus 10: College of Educ., Ohio Univ. 1948. 92 pp. \$1.00. A digest of books and articles on the subject appearing between 1938 and 1948.

ALBERTY, HAROLD, *et al.* *How to Develop a Core Program in the High School*. Columbus 10: College of Educ., Ohio Univ. 1949. 89 pp. 75c. A handbook for teachers and administrators, which clarifies the core-curriculum concept in secondary education and constitutes a guide for curriculum reorganization. Six distinct interpretations are analyzed and defined.

ALBERTY, HAROLD, *et al.* *Preparing Core Teachers for the Secondary Schools*. Columbus 10: College of Educ., Univ. of Ohio. 1949. 46 pp. 65c. An exploratory study of the preparation of core curriculum teachers by a graduate seminar in secondary education.

*Australia Facts and Figures*. New York: Australian News and Information Bureau, 636 Fifth Ave. 1949. (Quarterly.) 64 pp. Interesting statistics from the Commonwealth's Census Bureau on population, products, commerce, transportation, immigration, broadcasting, weather, etc.

BOYD, GERTRUDE. *Remedial Techniques for Reading Difficulties*. Cheyenne: Bureau of Educ. Research, Univ. of Wyo. 1949. 34 pp. 50c. Causes of reading disabilities and remedial techniques for those difficulties. Bibliography.

*Building for Peace*. Lake Success, N.Y.: Sales Section, Dept. of Pub. Infor., U. N. 1949. 36 pp. 25c. An outline of the work of the U. N. during the first four years of its existence. Deals with facts and action.

*Business Education for Kentucky High Schools*. Frankfort: Kentucky State Dept. of Educ. Oct., 1949. 478 pp. An overview of the general aims of business education in Kentucky with separate chapters on each phase of business education, including consumer education and economic geography, which contain suggested units, detailed outlines of units, suggested activities, correlation possibilities, list of basic knowledges, evaluative criteria, visual aids, student references, essential equipment, and bibliographies for teachers. An outgrowth of a summer workshop.

*Business Size and the Public Interest*. New York 20: National Association of Manufacturers, 14 W. 49th St. 1949. 43 pp. An informative study of national policies in relation to business structure and of the forces felt upon both. Prepared by the NAM Committee on Industrial Problems.

*Canton University Survey*. Washington, D.C.: Amer. Council on Educ., 744 Jackson Pl. 1949. 87 pp. A report of the college survey of the city of Canton, Ohio, after the abandonment of college work there by Kent State University, which shows that to survive and flourish in a particular area an institution must have community support and that establishing a municipal college requires the same.

*Catalog of Radio Recordings*. Washington 25, D.C.: Federal Radio Education Committee, Office of Educ., Fed. Security Agency. 1949. 61 pp. A classified and annotated list of available transcriptions and their sources with regulations and suggestions for their use.

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- Creative Art.* Denver, Colo.: Board of Educ. 1949. 84 pp. A guide to teachers of art in the Denver elementary schools. Write for price.
- A Date with Your Future.* New York 17: Educ. Div., Institute of Life Insurance, 60 E. 42nd St. 1949. Various types of life insurance are presented for the teenager, who will soon be frying hamburgers and mixing formulas, trying to figure out how two or three can live as cheaply as one. Cleverly illustrated for youthful appeal and comprehension.
- Department of State, Publications of the. Washington 25, D.C.: Supt. of Div.:  
*Charter of the United Nations Together With Statute of the International Court of Justice*, Signed at United Nations Conference on International Organization, San Francisco, Calif., June 26, 1945. International Organization and Conference Series III (reprint of Conference Series 74, 1945). Pub. 2353. 1948. 85 pp. 15c.
- 80th Congress and the United Nations.* By Sheldon Z. Kaplan. International Organization and Conference Series III, 17. Pub. 3302. 1948. 66 pp. 35c. Actions taken by the Eightieth Congress, in its first and second sessions, concerning U. S. participation in the United Nations. Appendix contains texts of pertinent public laws, Executive orders, and proclamations.
- Economic and Social Problems in the United Nations.* Washington 25, D. C.: Div. of Pub. Liaison, Off. of Pub. Affairs, Dept. of State. 1949. 10 pp. A summary of world economic and employment problems in the reconstruction period through Oct., 1949.
- Educational Exchanges Under the Fulbright Act.* (No. 3657). Washington 25, D. C.: Supt. of Doc., U. S. Govt. Print. Off. 1949. 5c. A Dept. of State publication giving the background, provisions, operation, and administration of the Act.
- Effective Learning for Use in Junior High School.* Denver: Board of Education. 1949. 72 pp. Discussion experimentation, and planning by junior high-school personnel to implement the development of a truly junior high-school program which has been evolving for over a decade under the leadership of this group of teachers interested in providing a program to meet the unique needs of young adolescents. Write for prices.
- Employee Communications for Better Understanding.* New York 20: National Assn. of Manufacturers, 14 W. 49th St. 1949. 30 pp. A guide to effective two-way information programs for good human relations between company and employees.
- Essentials of Adoption Law and Procedure.* Washington 25, D. C.: Supt. of Doc., 1949. 27 pp. 15c. A guide for modernizing state adoption laws to protect the interests of the children and both natural and foster parents, prepared by the Children's Bureau of the Federal Security Agency.
- Financing Education in Efficient School Districts.* Urbana: Bureau of Research, Coll. of Educ., Univ. of Ill. 1949. 165 pp. The story of Illinois' school finance



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*The United Nations at Work*. International Organization and Conference Series III, 33. Pub. 3618. 1949. 6 pp. 5c. The constructive achievements of the United Nations in preserving peace and promoting the welfare of the peoples of the world.

*Voting and Membership in the United Nations*: Selected Statements, United Nations Resolutions, Sept. 21—Dec. 12, 1948. International Organization and Conference Series III, 28. Pub. 3419. 1949. 34 pp. 15c. The problem of admission of new members to the United Nations in the light of the Soviet Union's use of the power of veto in the Security Council, with an analysis of the U. S. position on the principle of unanimity.

*Handbook for California Junior High Schools*. Sacramento: State Dept. of Educ. 1949. 132 pp. An examination of the junior high-schools historical significance, objectives, philosophies, and present-day practices. Developed by the Committee on Junior High School Problems of the California Association of Secondary-School Administrators to assist in the evaluation of local junior high-school programs. Contains annotated bibliography.

HARE, M. W. *The Woods Schools and the Future*. Langhorne, Pa.: The Woods Schools. 1949. An announcement by the director of the school introducing the new Board of Trustees and restating the objectives of the Woods Schools to teach the exceptional child to meet the problems of everyday life and make normal adjustments to life as a child and as an adult.

*Hartford County, Maryland—An Area of Economic Vitality and Contrasts*. College Park, Md.: Bureau of Business and Economic Research, Univ. of Md. 1949. 28 pp. A detailed economic study of a county of dynamic changes resulting from depleted soil, government requirements, seasonal industry, and magnetic forces of metropolitan areas.

*Health Bulletins for Teachers, Parents, Students*. New York 10: Metropolitan Life Insurance Co., School Health Bureau, Health and Welfare Division, 1 Madison Ave. Leaflet series available on request.

Health Education Council, Publications of. No. 10 Downing St., New York 14, N. Y.: *Health Education*. 1948. 413 pp. \$3.00. (One copy free with 100 copies of *Suggested School Health Policies*.) A guide for teachers and a text for teacher education.

*Health Education in Rural Schools and Communities*. \$3.00. (One copy free with 75 copies of *Suggested School Health Policies*.) A guide for rural programs.

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*Healthier People.* New York 14: Health Education Council, No. 10 Downing St. Fall, 1949. Folder of health notes and list of books on health education available to school administrators.

*High School Driver Education.* Washington 6, D. C.: National Commission on Safety Education, NEA, 1201 16th St., N. W. 1950. 78 pp. Single copy, 50c cash; 2-9 copies, 10% reduction; 10-99, 25%; 100 or more, 33 1/3%. The Jackson's Mill Conference of 1949 pointed out needs, defined policies, and set forth recommendations for the place of driver education in the high-school curriculum. Criteria for planning instructional materials and methods, for selecting qualified teachers, and for organizing and administering a program of driver education are discussed.

*How Schools and Communities Work Together.* Urbana: Univ. of Ill. Press. 1949. 183 pp. \$1.00. The proceedings of the Illinois Summer Education Conference of 1949, which emphasized the improving of educational programs through personnel, financing, plant, equipment, and library service.

*How Tape Recording Simplifies Teaching.* St. Paul 6, Minn.: Minnesota Mining and Mfg. Co., 900 Fauquier St. 1949. 16 pp. The booklet tells how magnetic tape—the latest of recording media—is used in music, English, speech, commercial, science, and social studies classes. Twenty pictures and sketches describe the principles of magnetic sound recording, how machines are operated, how sound recording tape is spliced, and how tape recording is set up in the average classroom. Also described is how tape recording adapts radio to the classroom. The booklet has a special section on tape libraries and how they are utilized in the classroom. A separate page lists prices of different machines, "Scotch" sound recording tape, and accessories.

*How to Run a Lathe.* South Bend 22, Ind.: South Bend Lathe Works. 1949. Rev. 128 pp. A technical aid to the beginner or apprentice in a machine shop and to the student in the school shop in understanding the fundamentals of the operation of a modern screw cutting engine lathe. Illustrated by photographs and diagrams.

JOHNSTON, LAWRENCE. *Parade Technique.* New York 10: Belwin, Inc., 43-47 W. 23rd St. 1944. 60 pp. \$1.25. A practical manual designed to produce in a short time a marching band, twirling corps, and color guard for a marching ensemble capable of presenting a musical show. Gives fundamentals of marching maneuvers, elementary twirling, band courtesy, and band formations. Diagrams and step-by-step demonstration photographs.

KELSEY, R. W., and DANIELS, A. C. *Handbook of Life Insurance.* New York 17: Institute of Life Insurance, 60 E. 42nd St. 1949. Rev. 87 pp. One copy free; additional copies, 10c each. Chapter titles: The Social Aspects of Life Insurance, How Life Insurance Provides Security, How Annuities Provide Security, How

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KENWORTHY, L. S. *Free and Inexpensive Materials on World Affairs for Teachers*. Brooklyn 10, N. Y.: The compiler, Brooklyn College. 1949. 100 pp. \$1.00. A classified bibliography of materials on world affairs, listed at one dollar or less, for busy teachers. Complete addresses of sources are given.

*Labor and Industry in Britain*. New York 20: British Information Services, 30 Rockefeller Plaza. Dec., 1949. (Quarterly.) 56 pp. plus Supplement—16 pp. Topics treated: Britain's Work for European Integration; Devaluation and the Dollar Drive; New Approaches to High Productivity; Nationalization in Britain; and Current Notes on Wage Stabilization, Trade, Role of Sterling, etc. Supplement deals with Trade Unions in Britain.

LIE, TRYGVE. *United Nations—A Year of Progress*. Lake Success, N. Y.: Sales Section, Dept. of Pub. Infor., U. N. 1949. 10 pp. A report of the Secretary-General to the General Assembly. The review shows the powerful influence of the UN for peace in conflicts affecting nearly a quarter of the world's population and its achievements toward international co-operation in almost every field of human activity.

*Listing of Literature and Films*. New York 20: National Association of Manufacturers, 14 W. 49th St. 1949. 13 pp. Printed materials and films on a wide range of economic problems, labor-management affairs, world relations, and other topics available without charge to educational institutions and community groups.

*Living Costs: Some Relationships*. (Studies in Business and Economics.) College Park, Md.: Bureau of Business and Economic Research, Univ. of Md. 1949. 8 pp. A graphic study of the elements of current readjustments in prices in connection with the Bureau of Labor Statistics' price index for the Baltimore area.

MACKIE, R. P., and FITZGERALD, M. *School in the Hospital*. Washington 25, D. C.: Supt. of Doc., U. S. Govt. Print. Off. 1949. 54 pp. 20c. The U. S. Office of Education presents a national view of education and social adjustment for children in hospitals. Problems in funds, scheduling, case load, teacher-pupil relationships, and curriculum building are discussed by specialists. Practical suggestions and sample units are offered. Programs in actual operation are described. Further readings are listed.

*Memoria y Balance General*. Buenos Aires, Argentina: Minister of Finance. 1948. 105 pp. In Spanish.

*Nevada Educational Bulletin*. Carson City: Nevada State Dept. of Educ. Nov. 1949. 39 pp. A journal of articles having particular interest for Nevada educators. Such topics as "Indian Educational Fund Agreements" and "Decision on Income Tax Reduction for Summer School Expenses" are of wider appeal.

*Occupied Areas Handbook*. Washington, D. C.: American Council on Education, 744 Jackson Pl. 1949. 39 pp. A directory of American nongovernmental organizations engaged in cultural and educational relations with the occupied countries.

*Organization and Supervision of Elementary Education in 100 Cities*. Washington, D. C.: Supt. of Doc., U. S. Govt. Print. Off. 1949. 84 pp. 25c. Existing and improved types of organization, responsibility for professional leadership, schedules, classes, reports, management of instructional materials, and school-commu-

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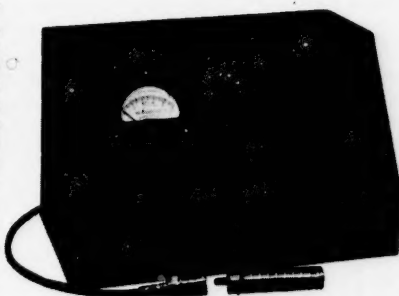
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nity relations comprise the areas of the study. A summary of a study of progress report forms and content and of techniques for revision is especially helpful.

*The Phoenix*. Phoenix, Ariz.: Phoenix Union High Schools. 1949. (Fall issue.) 52 pp. A semiannual publication of the Phoenix Schools, containing varied articles on such topics as safety education, counseling, school broadcasting, restaurant training, home mechanics, nursery school, junior college.

*Point Four*. Washington 25, D. C.: Dept. of State. 1949. 145 pp. This document explains the nature, purpose, scope, and operating arrangements for the President's Point Four Program.

*The Point Four Program* (No. 3347). Washington 25, D. C.: Supt. of Doc. 1949. 16 pp. 15c. A popularized version of the Point Four Program in picture and graph with simplified text.

POWELL, A. F. *The Melting Mood*. Birmingham, Ala.: Birmingham-Southern College. 1949. 26 pp. A study of the function of pathos in English tragedy through Shakespeare by an Associate Professor of English.

*Projects in Listening*. Phoenix, Ariz.: Phoenix Union Schools. 1950. 52 pp. 25c. Activities undertaken as a local contribution to the work of the Committee on Listening of the English Curriculum Commission of the National Council of Teachers of English to define further the tasks of language arts teaching. Approaches to listening were differentiated as appreciative, critical, and responsive.

*Recapitulation*. Detroit: Marygrove College. 1949. 96 pp. Reprints and bibliography of student articles published in national magazines between 1938 and 1948.

*A Report of the Conference on Secondary Education*. Athens, Ohio: College of Educ., Ohio Univ. 1949. 33 pp. The theme of the conference, "Meeting the Needs of High School Students—Today and Tomorrow," re-emphasized the need for adaptability in secondary-education programs for life adjustment.

*Report of a Special Committee on Education for Commerce*. London: His Majesty's Stationery Office, York House, Kingsway, W. C. 2. 1949. 1s. 6d. The Ministry of Education traces the development of commercial education during the half century, showing the current facilities, multiplicity of requirements, the relation of general education, the functions of technical colleges and universities, the status of teacher-training, and the problems of secondary schools in the area of business education.

*Research in Administration*. Pasadena, Calif.: Calif. Assn. of Sch. Admin., 365 South Oak Knoll Ave. Aug. 1949. 23 pp. 50c. A study on lay educational-advisory committees—their composition, organization, extent, activities, functions, accomplishments.

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- SCHWARZTRAUBER, E. E. *School for Workers*. Madison 5: The Univ. of Wis. School for Workers, 1214 W. Johnson St. 1949. 40 pp. The story of the development of workers' education at the University of Wisconsin during the past quarter of a century and of its remarkable growth since its integration with the Extension Division and the establishment of an Industrial Relations Center there. A view of the School's year-round program and its relation to labor, labor legislation, organized labor, industrial relations, and the democratic process.
- The Story of Forty Years of Growth*. New York: McGraw-Hill Book Co. 1949. 66 pp. An autobiography of a publishing house and the road it travelled over a period of four decades.
- The Student Traveller*. Chicago 37: Student Travel Service, 1540 E. 57th St. 16 pp. Single issue, 15c; Yearly subscription, 18 issues, \$2.00. A new service in providing information for students and faculty members regarding foreign travel, study, monetary exchange, passport and visa regulations, opportunities for work, lodging, transportation, etc.
- Suggested School Health Policies*. New York 14: Health Education Council, No. 10 Downing St. 1946. 46 pp. 1-99 copies, 30c; 100 or more, 25c each. How best to develop a health program that will improve and maintain the health of students. Contains bibliography of topics discussed—health policies, healthful school environment, safety instruction, health protection through community co-operation, health counseling, health aspects of physical education, education of the handicapped, qualifications of personnel—from administrative viewpoint.
- SWENSON, E. J., et al. *Learning Theory in School Situations*. Minneapolis: Univ. of Minnesota Press. 1949. 104 pp. The three major papers are: "Organization and Generalization as Factors in Learning, Transfer, and Retroactive Inhibition"; "Quantitative Thinking as Developed Under Connectionist and Field Theories of Learning"; "The Law of Effect in the Retained Situation with Meaningful Material."
- Teachers for Today's Schools*. Albany: State Educ. Dept., Univ. of State of N. Y. 1948. 35 pp. A guide for community participation in a study of teachers and teaching; a plan of action for furthering public understanding of the public schools. Complete opinionaire for use by school boards seeking to secure the cooperation of citizens in getting and retaining the best teachers possible and to ensure an effective educational program.
- Teachers in the Public Schools*. Washington 6, D. C.: Research Div., NEA, 1201 16th St., N. W. 1949 (Dec.). 32 pp. 50c. A summary of the present status of public-school teachers in the United States from conditions of entrance to the profession to the provisions for old-age retirement.
- Teachers' Manual for the Story of Rubber*. Akron, Ohio: B. F. Goodrich Co., Pub. Relations Dept. 10 pp. Free. Background information, a teaching unit, suggested activities, and supplementary materials on rubber.
- Teaching Aids on Family Security*. New York 17: Educ. Div., Institute of Life Insurance, 60 E. 42nd St. 1949. 19 pp. Free and low-cost materials for teaching the elements of family security involving life insurance and money management. Booklets, charts, and films are described.
- The Teaching of American Ideals II*. Urbana: Ill. Assn. of Tchrs. of Eng. Dec., 1949. 36 pp. 25c. An annotated bibliography of books related to American life.



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- TOMPKINS, ELLSWORTH. *What Teachers Say About Class Size*. Washington 25, D. C.: Supt. of Doc., U. S. Govt. Print. Off. 1949. 45 pp. 20c. One in a series of the U. S. Office of Education publications on the subject of class size. An analysis of teachers' comments on a questionnaire dealing with class size in relation to the individual pupil, instruction, load, methods, ideal conditions, etc.
- The United States Balance of Payments Problems*. No. 3695. Washington 25, D. C.: Supt. of Doc. 1949. 14 pp. 10c. A Dept. of State publication based on an address by Secretary Acheson delivered before the Convention of the National Foreign Council in New York City on Nov. 2, 1949. Discusses national policy in regard to exports and imports during this post-war readjustment period in the balance of trade.
- U. S. Navy *Occupational Handbook*. Washington, D. C.: Bureau of Naval Personnel. 1948. A manual for counselors; a detailed reference for job analyses in the Navy.
- U. S. Navy *War Photographs*. New York: U. S. Camera. 1949. 108 pp. (11 x 11½ in.) This is a collection of official U. S. Navy, Marine Corps, and Coast Guard photographs compiled by Capt. Edward Steichen, U.S.N.R. It is a pictorial history of World War II from Pearl Harbor to Tokyo Harbor. There are pages of additional information about the pictures to be found at the end of the book.
- WARNER, H. E. *The New American Philosophy of Democracy—Its Economy and Education*. Takoma Park, Md.: Maple Manor, 1500 Carroll Ave. 1949. 78 pp. \$2.00. Concepts of the individual, the group, and the nation in democracy.
- WETTLAUER, J. M. *Building a Show Band*. New York 10: Belwin, Inc., 43-47 W. 23rd St. 1948. 59 pp. \$1.50. A manual directed especially to teachers faced with the problems of marching bands. Chapters deal with the advantages of a marching band, methods of developing a show band, uniforms, transportation drum majorettes and twirlers, publicity, and field drills and formations. Contains diagrams and photographs.
- Wonder Book of Rubber*. Akron, Ohio: B. F. Goodrich Co., Pub. Relations Dept. Free. Cartoon book on the story of rubber.
- Your Job and Your Future*. New York: School of Commerce, New York Univ. 1949. 51 pp. Self-analysis in the light of objectives of a career in business. A fine outline of the "core" of business knowledge in specific fields of opportunity in business.

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